DOCUMENT RESUME

ED 350 964	HE 025 943

AUTHOR	Robbins, Rebecca L., Ed.
TITLE	The NEA 1993 Almanac of Higher Education.
INSTITUTION	National Education Association, Washington, D.C.
REPORT NO	ISSN-0743-670X
PUB DATE	93
NOTE	182p.
AVAILABLE FROM	National Education Association, 1201 16th Street, N.W., Washington, DC 20036 (free to NEA members, $30 for nonmembers).
PUB TYPE	Reference Materials - General (130) -- Guides - Non-Classroom Use (055)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Collective Bargaining; College Faculty; Conferences; Court Litigation; Educational Finance; Faculty Fellowships; Faculty Organizations; Federal Aid; Federal Legislation; *Higher Education; Professional Development; State Aid; Teacher Salaries; Unions
IDENTIFIERS	*Almanac; *National Education Association

ABSTRACT

This 1993 Almanac of the National Education Association for the higher education sector offers, for the first time, faculty salary data, as well as a review of the year, a listing of resources, and analysis of policy developments. The faculty salary report analyzes the current state of academic salaries by rank and type of institution, and places this compensation data in historical perspective. The "Review of the Year" section begins with charts that compare bargaining and nonbargaining faculty salaries, state appropriations for higher education, and federal spending for higher education. This section also looks at 1992 campus trends throughout the country, higher education legislation, supreme court decisions, and a selected bibliography of higher education books. The "Resources and References" section lists schedules of upcoming academic meetings, prices and ordering information for higher education journals and reference aids, and current fellowship sources for faculty in higher education. The final section reprints the National Education Association's policy statements, resolutions, and legislative programs for the 103rd Congress. Also included is information on standing committees, advocacy groups for higher education, and a listing of higher education bargaining units that includes a listing of faculty and other professional and support personnel. (JB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED350964

AlmanaC

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality

---

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY

NEA

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

HE 025 943

nea
NATIONAL EDUCATION ASSOCIATION

2

BEST COPY AVAILABLE

The NEA 1993 Almanac of Higher Education

National Education Association
1201 16th Street, N.W.
Washington, DC 20036

Keith Geiger, President
Robert Chase, Vice-President
Marilyn Monahan, Secretary-Treasurer
Don Cameron, Executive Director

The NEA 1993 Almanac of Higher Education is published by NEA Publishing.
Director: Sam Pizzigati.

Editor: Rebecca L. Robbins. Production: Barbara Haff.

Subscriptions for *The NEA 1993 Almanac of Higher Education, Thought and Action*, and the *NEA Higher Education Advocate* are free to NEA members in higher education. Individual, nonmember subscriptions to *The 1993 NEA Almanac of Higher Education* and *Thought & Action* are available for $30 annually. Libraries and other institutions can also subscribe to NEA higher education publications as a package for $30 annually.

Copyright 1993 by the National Education Association.
All rights reserved. ISSN 0743-670X.

BEST COPY AVAILABLE

Contents

INTRODUCTION 3

THE ACADEMY: STATUS OF THE PROFESSION 5

NEA Faculty Salary Report 6

REVIEW OF THE YEAR 43

A New Beginning 44

Faculty Salaries: Bargaining Differential Over $5,800 45

State Higher Education Appropriations: Down in Twenty-Three States 48

Federal Higher Education Appropriations Remain Weak 50

Campus Trends: 1992 Highlights 51

A Higher Education Chronology, 1991-92 54

Higher Education Legislation, 1991-92 64

Supreme Court Decisions: 1991-92 Term 68

Higher Education Books: A Selected Bibliography 70

RESOURCES AND REFERENCES 79

Forthcoming Academic Meetings, 1993 80

Higher Education Journals, Reference Aids 86

Fellowship Sources for Higher Education Faculty 112

NEA AND HIGHER EDUCATION 131

Higher Education Reform: NEA Policy Statements 132

Higher Education Reform: NEA Advisory Statement 150

NEA Resolutions, Legislative Program 154

NEA Standing Committee on Higher Education 165

NEA Membership and Benefits 166

The NEA Higher Education Journal 170

The National Council for Higher Education 171

NEA Higher Education Bargaining Units 173

Introduction

Inside this latest edition of *The NEA 1993 Almanac of Higher Education*, you'll find the first comprehensive "NEA Faculty Salary Report." This report, based on data from the National Center for Education Statistics (NCES), will be updated in future editions—and expanded to include additional chapters on issues ranging from faculty workload and contracts to college budgets and finance.

This year's "Faculty Salary Report" both analyzes the current state of academic salaries, by rank and type of institution, and places this compensation data in historical perspective. Some of the conclusions may surprise you.

The new "NEA Faculty Salary Report" is only part of what the *1993 Almanac* has to offer. The "Review of the Year" section of this year's *NEA Almanac* begins with charts that compare bargaining and nonbargaining faculty salaries, state appropriations for higher education, and federal spending for higher education. "Campus Trends" chronicles recent developments on campuses throughout the country. Those developments include the worst higher education fiscal crisis of the last 50 years, a crisis that the federal government, as the "Higher Education Legislation" chapter demonstrates, is so far inadequately addressing.

The pages of the "Resources and References" section once again this year place at your fingertips a variety of materials essential to your professional life. Among the listings here are the schedules of upcoming academic meetings, prices and ordering information for higher education journals and reference aids, and current fellowship sources for faculty in higher education. You'll want to keep this reference information readily available straight through the academic year.

In the fourth section of this year's *Almanac*, "NEA and Higher Education," we examine the NEA policy statements, resolutions, and annual legislative program. Also in this section is information on the NEA Standing Committee on Higher Education and the

National Council for Higher Education, the advocacy group for higher education within NEA. We close the *1993 Almanac* with an in-depth listing of higher education bargaining units that this year includes a listing of faculty and other professional and support personnel.

We hope this issue of *The NEA 1993 Almanac of Higher Education* will prove useful to you as your academic year progresses. As always, we welcome any comments on the contents of this edition—and any suggestions for next year that you may have.

—Rebecca L. Robbins, editor

The Academy: Status of the Profession

NEA Faculty Salary Report

Introduction

This is a report on average 1991-92 full-time faculty salaries. The report summarizes current year salaries and benefits along with a count of the number of faculty by gender, type and control of the colleges, and academic rank.

The NEA Faculty Salary Report is available in three parts. The first, which is provided here, is a national overview. The second, which is available on request from NEA, provides information on individual states. The third, which is also available from NEA, is a series of appendices that: a) provide information on specific institutions; b) provide information on technical data considerations; and c) list nonresponding colleges.

The salary data are from the U.S. Department of Education's National Center for Education Statistics (NCES). NCES collects information from colleges and universities in the fall of each year. This report reviews the salary data reported for the 1991-92 academic year, which was edited by NCES and made available to NEA last spring. This information represents a preliminary data set. Changes may be made in the NCES data set at a later date as NCES receives reports from more colleges and universities.

In the pages that follow, where possible, faculty salary information has been imputed for the nonresponding institutions. This report is based on 3,025 institutions, of which 64.5 percent reported and the rest are imputed. A detailed review of the data collection and reporting procedures is included at the end of this section of *The NEA 1993 Almanac of Higher Education*.

Full-time Faculty

American colleges and universities employ a total of 440,158 full-time faculty members. This report is limited to information on full-time teaching faculty because that is the only information collected by NCES. Graduate teaching assistants, part-time faculty, faculty with research appointments, and administrators who teach less than half-time are not included. If all the university and college employees who teach or hold an academic appointment are included, the total number of faculty falls just short of 800,000.

Reporting full-time faculty salaries is important in understanding the financial status of the academic profession. This report does not provide information on important questions of part-time faculty pay, compensation of other academic professionals, and outside compensation earned by faculty.

Over one-third of college and university faculty are part-time employees. Part-time faculty are especially prevalent in community colleges, with nearly half, 46 percent, of the nation's part-time faculty are employed in those colleges.

Faculty account for just over one-third of the total employees in colleges and universities. The NCES reports 2.3 million total employees in higher education. Nearly 900,000, or 38 percent, are classified as nonprofessional staff. Just over half of the 1.4 million professional staff are classified as instructional or research faculty. For every faculty member on a campus, there are two other nonteaching staff.

Race and Ethnic Identity

The NCES survey does not provide annual information on faculty by race or ethnic identity. Based on other NCES information from 1989, roughly 11 percent of college and university faculty are identified as minority. According to the U.S. Census, over 20 percent of the nation's population qualify as ethnic or racial minority.

The minority faculty represent the following proportions by ethnic group: 3 percent are Black, non-Hispanic, 2 percent Hispanic, 4 percent Asian or Pacific Islander, and 1 percent American Indian/Alaska Native. Higher education continues to lag in the hiring of minority faculty.

Academic Specialty

The faculty salary report does not provide salary information by academic department. There are well documented differences in faculty salary by teaching area in four-year colleges and universities (NCES, 1988). Health sciences faculty salaries top the list, followed by engineering and business. Faculty in fine arts, education, humanities, and social sciences earn relatively lower salaries.

Reporting Conventions

Several conventions are followed in the report and tables. First, data are reported separately for faculty on 9/10 and 11/12 month contracts. Faculty on 9/10 month contracts comprise 86 percent of the total faculty, and the 11/12 month comprise 14 percent of the total.

Second, colleges and universities are divided into eight categories. There are four institutional types for both public and private control.

- Associate of Arts (AA) includes all community colleges and a relatively small number of private two-year colleges.
- Colleges with a Bachelor of Arts (BA) or a Bachelor of Science as the highest degree offered are included in the BA category.
- The BA+ category consists of all of those colleges that offer a Masters Degree or its equivalent but do not offer any doctoral degrees.
- Universities of all levels are contained in the Doctoral category.

Charts 1 and 2 display the share of faculty in each sector by type of institution.

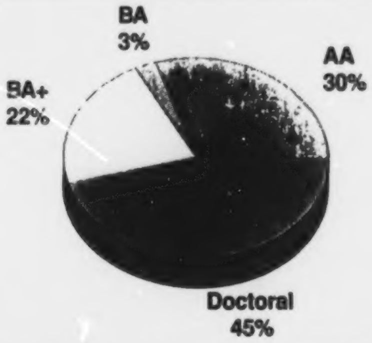
The most significant differences in the distribution of faculty between public and private colleges are in the two-year and baccalaureate-only colleges. Two-year colleges are a minor part of the private sector compared to the public sector. Baccalaureate colleges, which comprise a large share of the private institutions, are not very evident in the public sector.

Results

Historical Perspective

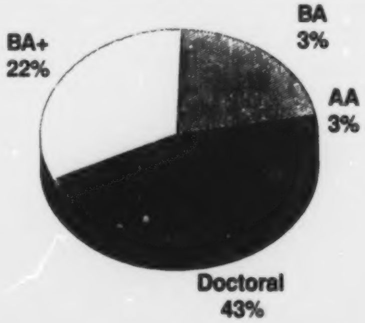
On first glance, it appears that faculty salaries have experienced a nearly uninterrupted increase over the last 20 years. Chart 2 shows over a 215 percent increase in faculty salaries. When the data are corrected for inflation (the School Year Consumer Price Index used is described at the end of this section), a different picture appears. Faculty salaries, reported in constant dollars, declined sharply between the academic year 1972-73 and 1980-81. The decade saw the end of the postwar baby boom enrollments and the erosion of public financing for higher education. This was exacerbated by the sharp inflation during the later part of the decade.

CHART 1
Distribution of Faculty in Public Institutions,
By Level of Offering, Faculty on 9/10 and 11/12 Month Contracts
1991-92



SOURCE: Data derived from an incomplete version of the NCES, IPEDS Salary Survey, 1991-92.

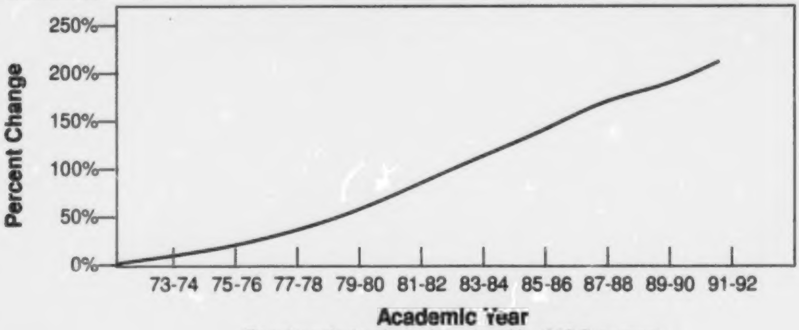
CHART 2
Distribution of Faculty in Private Institutions,
By Level of Offering, Faculty on 9/10 and 11/12 Month Contracts
1991-92



SOURCE: Data derived from an incomplete version of the NCES, IPEDS Salary Survey, 1991-92.

Salaries increased faster than inflation between 1980-81 and today. Faculty have almost regained what was lost to inflation over the previous ten years. As can be seen in Chart 3, the current purchasing power of the average faculty member still lags 1972-73. A 215.5 percent salary increase reported in current dollars is actually a 3.5 percent loss in constant dollars.

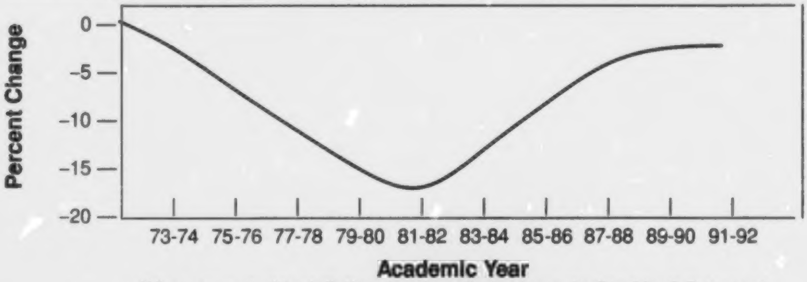
CHART 3
Change in Average Faculty Salaries in Current Dollars, 1972-1992



Faculty salaries have increased by 215.5 percent between 1972-73 and 1991-92.

SOURCE: Data derived from an incomplete version of the NCES, IPEDS Salary Survey, 1991-92.

CHART 4
Change in Average Faculty Salaries in Constant Dollars, 1972-1992



When corrected for inflation, faculty salaries have declined by 3.5 percent between 1972-73 and 1991-92.

SOURCE: Data derived from an incomplete version of the NCES, IPEDS Salary Survey, 1991-92.

Faculty in each academic rank have experienced a greater loss in purchasing power than the overall average (Table 1). The fact that each academic rank has experienced a greater decline than the average seems inconsistent at first glance. The inconsistency can be explained by the fact that faculty promotions and annual step increases improved average pay. A faculty member who received promotions from assistant to full professor may have almost kept up with inflation, but the average salary within academic ranks over the last 20 years has not. A faculty member who receives annual step increases along with inadequate cost-of-living adjustments may not keep up with inflation as the starting pay erodes.

A new assistant professor entering the profession recently will probably be paid at least 9 percent less (in constant dollars) than were newly hired faculty 20 years ago in the same rank. Average faculty salary lost by nearly as much or more in other ranks. The erosion has been most severe for instructors and lecturers. New and untenured faculty have suffered the most loss in purchasing power, as senior faculty have almost kept up with the cost of living.

Even though the 1980s were a decade in which some of the severe losses in faculty purchasing power were recaptured, current trends suggest that rate of increase in faculty salaries is slowing. The chances of new faculty catching up with historical salary levels seem unlikely in the near future.

Current Conditions

The average faculty salary increased 3.2 percent between 1990-91 and 1991-92. When corrected for inflation, the increase is, in fact, a 1.2 percent loss in faculty purchasing power. This dip marks the end of seven years of modest increases over inflation.

There was a slight difference between public and private college faculty salary increases. The average public college faculty salary increased 3.13 percent, and private college faculty salary increased by 5.19 percent. (This calculation is based only on colleges and universities that reported for both years and does not include imputed values.)

Annual change in salary reflects two variables. The first is any actual increase received by faculty. The second is any change in the composition of the faculty. As senior faculty retire and are replaced by new faculty, the mix of salaries changes.

9/10 Month Contract

Most faculty, 86 percent, are hired on a 9/10 month contract. This means that even though they may receive 12 or 26 paychecks, the salary is based on a 9/10 month teaching year. The average faculty member on a 9/10 month contract made $43,703 in 1991-92. Little difference exists in the average salary of public and private college faculty. The public and private colleges differ a great deal, however, for the various institutional types. Only income provided by the college or university is included in this report. Any outside compensation such as royalties or consulting income is not included.

TABLE 1
Average Salaries of Full-Time Faculty On 9/10 Month Contracts, By Academic Year and Rank 1972-73 through 1991-92

	All Ranks		Professor		Associate	
Academic Year	Average	Percent Change	Average	Percent Change	Average	Percent Change
CURRENT DOLLARS						
1972-73	$13,850		$19,182		$14,572	
1975-76	16,634	20.1%	22,611	17.9%	17,026	16.8%
1979-80	21,367	28.5%	28,371	25.5%	21,431	25.9%
1980-81	23,302	9.1%	30,753	8.4%	23,214	8.3%
1981-82	25,449	9.2%	33,347	8.7%	25,278	8.9%
1982-83	27,196	6.9%	35,540	6.3%	26,921	6.5%
1984-85	30,447	12.0%	39,743	11.8%	29,945	11.2%
1985-86	32,392	6.4%	42,268	6.4%	31,787	6.2%
1987-88	35,901	10.8%	47,046	11.3%	35,232	10.8%
1989-90	39,786	10.8%	52,681	12.0%	39,336	11.6%
1990-91	42,335	6.4%	55,677	5.7%	41,534	5.6%
1991-92	43,703	3.2%	57,143	2.6%	42,872	3.2%
Change from 1972-73 to 1991-92		215.5%		197.9%		194.2%
CONSTANT 1992-92 DOLLARS						
1972-73	$13,850		$19,182		$14,572	
1975-76	41,974	–7.3%	57,057	–9.0%	42,963	–9.8%
1979-80	38,516	–8.2%	51,142	–10.4%	38,632	–10.1%
1980-81	37,644	–2.3%	49,681	–2.9%	37,502	–2.9%
1981-82	37,843	0.5%	49,721	0.1%	37,588	0.2%
1982-83	38,776	2.5%	50,673	1.9%	38,384	2.1%
1984-85	40,284	3.9%	52,584	3.8%	39,620	3.2%
1985-86	41,656	3.4%	54,357	3.4%	40,878	3.2%
1987-88	43,372	4.1%	56,836	4.6%	42,564	4.1%
1989-90	43,848	1.1%	58,060	2.2%	43,352	1.9%
1990-91	44,240	0.9%	58,182	0.2%	43,403	0.1%
1991-92	43,703	–1.2%	57,143	–1.8%	42,872	–1.2%
Change from 1972-73 to 1991-92		–3.5%		–8.9%		–10.0%

SOURCE: National Center for Education Statistics:
Digest of education Statistics, 1990. (Faculty Salaries 1972-1978).
Salaries of Full-Time Instructional Faculty on 9- and 10-month Contacts in Institutions of Higher Education, 1979-80 through 1989-90
Data derived from an incomplete version of the NCES, IPEDS Salary Survey, 1991-92.

TABLE 1 — (Continued)

Assistant		Instructor		Lecturer		No Rank	
Average	Percent Change	Average	Percent Change	Average	Percent Change	Average	Percent Change
CURRENT DOLLARS							
$12,029		$10,737		$11,637		$12,676	
13,966	16.1%	13,682	27.4%	12,887	10.7%	15,201	19.9%
17,459	25.0%	14,021	2.5%	16,151	25.3%	20,479	34.7%
18,901	8.3%	15,178	8.3%	17,301	7.1%	22,334	9.1%
20,608	9.0%	16,450	8.4%	18,765	8.4%	24,331	8.9%
22,056	7.0%	17,601	7.0%	20,072	7.0%	25,557	5.0%
24,668	11.8%	20,230	14.9%	22,334	11.3%	27,683	8.3%
26,277	6.5%	20,918	3.4%	23,770	6.4	29,088	5.1%
29,109	10.8%	22,726	8.6%	25,982	9.3%	31,534	8.4%
32,641	12.1%	25,153	10.7%	29,106	12.0%	32,677	3.65%
34,478	5.6%	26,569	5.6%	30,388	4.4%	36,522	11.8%
35,632	3.3%	26,985	1.6%	29,978	–1.3%	38,713	6.0%
	196.2%		151.3%		157.6%		205.4%
CONSTANT 1992-92 DOLLARS							
$39,324		$35,100		$38,043		$41,439	
35,242	–10.4%	34,525	–1.6%	32,519	–14.5%	38,358	–7.4%
31,472	–10.7%	25,274	–26.8%	29,114	–10.5%	36,915	–3.8%
30,535	–3.0%	24,520	–3.0%	27,950	–4.0%	36,081	–2.3%
30,644	0.4%	24,461	–0.2%	27,890	–0.2%	36,180	0.3%
31,447	2.6%	25,096	2.6%	28,619	2.6%	36,439	0.7%
32,638	3.8%	26,766	6.7%	29,550	3.3%	36,627	0.5%
33,792	3.5%	26,901	0.5%	30,568	3.4%	37,407	2.1%
35,167	4.1%	27,455	2.1%	31,389	2.7%	38,096	1.8%
35,974	2.3%	27,721	1.0%	32,078	2.2%	36,013	–5.5%
36,030	0.2%	27,765	0.2%	31,755	–1.0%	38,165	6.0%
35,632	–1.1%	26,985	–2.8%	29,978	–5.6%	38,713	1.4%
	–9.4%		–23.1%		–10.0%		–6.6%

SOURCE: National Center for Education Statistics:
Digest of education Statistics, 1990. (Faculty Salaries 1972-1978).
Salaries of Full-Time Instructional Faculty on 9- and 10-month Contacts in Institutions of Higher Education, 1979-80 through 1989-90.
Data derived from an incomplete version of the NCES, IPEDS Salary Survey, 1991-92.

The remaining 14 percent of the faculty work on an annual contract, which means they have responsibilities over the summer. More detail on faculty with an 11/12 month contract appears in the next section.

Table 2 arranges faculty into eight institutional categories, four public and four private. Within each of the eight institutional categories, the average salaries are reported by academic rank. A number of colleges do not assign faculty to academic rank. This is

TABLE 2
Average Pay for Faculty on 9/10 Month Contracts By Rank, Institutional Type and Control, 1991-92[1]

Offering Level	Rank	Control Public	 Private	Average
AA	Professor	$47,495	$33,656	$47,195
	Associate	39,268	29,101	38,971
	Assistant	33,667	25,757	33,339
	Instructor	28,223	22,967	27,950
	Lecturer	31,460	* 15,955	30,980
	No Rank	39,353	24,284	39,080
	Average	39,035	25,797	38,712
BA	Professor	48,343	46,240	46,729
	Associate	39,939	36,458	37,365
	Assistant	33,461	30,187	31,015
	Instructor	27,782	24,205	25,379
	Lecturer	29,453	27,299	28,723
	No Rank	* 32,312	29,617	29,685
	Average	38,263	35,884	36,487
BA+	Professor	53,438	48,337	51,955
	Associate	42,752	38,877	41,365
	Assistant	35,092	32,438	34,102
	Instructor	26,924	25,354	26,458
	Lecturer	28,507	25,316	28,100
	No Rank	35,412	33,375	33,849
	Average	43,103	38,535	41,557
Doctoral	Professor	60,719	68,094	62,894
	Associate	44,548	47,939	45,479
	Assistant	37,621	39,777	38,238
	Instructor	26,359	30,713	27,316
	Lecturer	30,898	30,383	30,780
	No Rank	33,534	33,876	33,686
	Average	47,540	52,718	49,005
	AVERAGE	43,620	43,926	43,703

SOURCE: Data derived from an incomplete version of the NCES, IPEDS Salary Survey, 1991-92.

[1] Based on 100 percent of salary universe.

* Indicates less than 100 faculty.

most typical in community colleges. Over 63 percent of the public community college faculty are classified as having no academic rank.

Several general relationships are evident from the table.

- Average salary is higher as the level of the degree offered increases.
- There is more variation in salary received by faculty in private colleges and universities than in the salary received by faculty in public institutions.
- The lowest average salary is received by faculty in two-year private colleges and the highest by faculty in private universities.
- Faculty in public colleges average higher salaries than those in private colleges with the exception of universities. This may be due to a greater concentration of research universities in the private sector than in the public sector. Research universities are likely to have professional schools which typically pay higher faculty salaries.

Table 3 provides information on the number of faculty on 9/10 month contracts. As is shown, over 72 percent of all faculty teach in public colleges and universities. Public colleges differ from private colleges mainly in the relative share of faculty employed in community and two-year colleges. Over 30 percent of the public college faculty are employed in this sector compared to 2.6 percent of the private college faculty. Universities represent roughly the same share of faculty members in both sectors. BA and BA+ institutions represent a larger share of employed faculty in private colleges than public. The biggest difference is in BA-only colleges, which employ only 2.6 percent of the public college faculty and 22.7 percent of the private college faculty.

Combining both public and private colleges, just over 44 percent of all faculty are employed in universities, making universities the largest institutional category, followed by BA+ colleges with just under 27 percent of the total faculty. Community and two-year colleges are ranked in third place with 24.8 percent of the faculty. The traditional liberal arts four-year college employs only 7.8 percent of the total faculty. Charts 2 and 3, which were presented earlier, indicate the share of faculty by institutional type for both public and private colleges.

11/12 Month Contracts

There are 59,706 faculty members with an 11/12 month contract, 14 percent of the total number of faculty. Faculty assigned to 11/12

TABLE 3
Number of Full-Time Faculty on 9/10 Month Contracts By Rank, Institutional Type and Control, 1991-92[1]

Offering Level	Rank	Control		
		Public	Private	Average
AA	Professor	9,195	262	9,457
	Associate	8,289	324	8,613
	Assistant	7,760	386	8,146
	Instructor	5,005	344	5,349
	Lecturer	348	12	360
	No Rank	52,686	993	53,679
	Total	83,283	2,321	85,604
BA	Professor	1,963	6,619	8,582
	Associate	2,180	6,255	8,435
	Assistant	2,610	7,802	10,412
	Instructor	859	2,032	2,891
	Lecturer	240	144	384
	No Rank	24	842	866
	Total	7,876	23,694	31,570
BA+	Professor	24,021	10,024	34,045
	Associate	17,499	9,883	27,382
	Assistant	18,453	11,092	29,545
	Instructor	4,234	2,096	6,330
	Lecturer	1,763	317	2,080
	No Rank	415	1,329	1,744
	Total	66,385	34,741	101,126
Doctoral	Professor	43,387	18,212	61,599
	Associate	33,150	12,626	45,776
	Assistant	30,376	12,266	42,642
	Instructor	5,022	1,503	6,525
	Lecturer	3,641	1,098	4,739
	No Rank	481	390	871
	Total	116,057	46,095	162,152
	TOTAL	273,601	106,851	380,452

SOURCE: Data derived from an incomplete version of the NCES, IPEDS Salary Survey, 1991-92.

[1] Based on 100 percent of salary universe.

month contracts often undertake department chair responsibilities, coaching, summer institutes, administrative assignments, or research assignments. Faculty on 11/12 month contracts receive higher salaries than those on 9/10 month contracts. Institutions vary in the percent of the extra time assigned to teaching.

The use of a standard reduction (.82 for example) to make the salaries of faculty on longer contracts comparable with the salaries of the more traditional 9/10 month contracts might misrepresent the amount of time committed to instructional activities. For this reason, faculty with 9/10 and 11/12 month contracts are reported separately and the 11/12 month faculty salaries are not standardized to equate them to 9/10 month faculty salaries.

In several of the reporting cells, there are very few faculty with annual salaries. Those cells with fewer than 100 cases are marked with an asterisk.

On average, faculty on 11/12 month contracts are paid higher salaries than faculty on 9/10 month contracts. Two exceptions are

TABLE 4
Average Pay for Faculty on 11/12 Month Contracts
By Rank, Institutional Type and Control, 1991-92[1]

Offering Level	Rank	Control		
		Public	Private	Average
AA	Professor	$49,310	* $46,815	$49,184
	Associate	44,367	* 39,073	43,767
	Assistant	38,219	* 32,940	37,953
	Instructor	34,472	* 31,531	34,116
	Lecturer	* 34,918	* 38,253	* 35,752
	No Rank	36,390	30,576	36,123
	Average	37,503	32,682	37,244
BA	Professor	62,585	34,626	39,828
	Associate	* 53,649	34,242	35,866
	Assistant	* 39,406	31,903	32,363
	Instructor	29,728	28,107	28,477
	Lecturer	* 33,420	* 26,161	* 30,667
	No Rank	* 70,371	27,445	27,853
	Average	47,566	31,752	33,626
BA+	Professor	60,928	49,284	56,313
	Associate	50,602	40,297	44,803
	Assistant	38,212	34,565	35,707
	Instructor	31,124	27,016	28,445
	Lecturer	* 34,718	* 30,074	33,063
	No Rank	46,511	30,884	34,911
	Average	53,135	39,305	45,665
Doctoral	Professor	76,288	70,533	75,409
	Associate	58,307	51,741	57,303
	Assistant	48,287	41,208	47,027
	Instructor	35,681	32,856	35,141
	Lecturer	39,536	* 37,417	39,439
	No Rank	42,594	35,873	39,842
	Average	61,406	53,794	60,149
	AVERAGE	53,937	44,656	51,989

SOURCE: Data derived from an incomplete version of the NCES, IPEDS Salary Survey, 1991-92.

[1] Based on 100 percent of salary universe.

* Indicates less than 100 faculty.

two-year public and BA private colleges. This difference suggests the smaller colleges, which tend to pay less than bigger colleges, may use 11/12 month faculty to help administer the college.

Faculty with annual contracts are more likely to be employed in universities relative to other types of institutions. Just under 18 percent of university faculty are on annual contracts, compared to 13 percent in community colleges, 7.9 percent in BA colleges, and 7.4 percent in BA+ colleges.

TABLE 5
Number of Full-Time Faculty on 11/12 Month Contracts By Rank, Institutional Type and Control, 1991-92[1]

Offering Level	Rank	Control		Average
		Public	Private	
AA	Professor	825	50	875
	Associate	725	91	816
	Assistant	628	57	685
	Instructor	591	91	682
	Lecturer	52	17	69
	No Rank	10,444	517	10,961
	Total	13,265	823	14,088
BA	Professor	121	517	638
	Associate	98	543	641
	Assistant	89	559	648
	Instructor	102	288	390
	Lecturer	36	20	56
	No Rank	12	357	369
	Total	458	2,284	2,742
BA+	Professor	1,781	1,253	3,034
	Associate	902	1,116	2,018
	Assistant	538	1,026	1,564
	Instructor	247	369	616
	Lecturer	96	54	150
	No Rank	189	542	731
	Total	3,753	4,360	8,113
Doctoral	Professor	11,558	2,168	13,726
	Associate	7,802	1,534	9,336
	Assistant	6,389	1,467	7,856
	Instructor	1,689	438	2,127
	Lecturer	735	58	793
	No Rank	536	389	925
	Total	28,709	6,054	34,763
	TOTAL	46,185	13,521	59,706

SOURCE: Data derived from an incomplete version of the NCES, IPEDS Salary Survey, 1991-92.

[1] Based on 100 percent of salary universe.

Table 6 combines the total number of full-time faculty regardless of their contract length. In total, there are over 440,000 full-time faculty in the nation's colleges and universities. One- third of all faculty are employed in public universities. Less than one percent are employed in private two-year colleges.

With the exception of community colleges, professors comprise the largest share of faculty. Over one-third of the faculty in four-year colleges and above are professors.

TABLE 6
Number of Full-Time Faculty on 9/10 and 11/12 Month Contracts By Rank, Institutional Type and Control, 1991-92[1]

Offering Level	Rank	Control		Average
		Public	Private	
AA	Professor	10,020	312	10,332
	Associate	9,014	415	9,429
	Assistant	8,388	443	8,831
	Instructor	5,596	435	6,031
	Lecturer	400	29	429
	No Rank	63,130	1,510	64,640
	Total	96,548	3,144	99,692
BA	Professor	2,084	7,136	9,220
	Associate	2,278	6,798	9,076
	Assistant	2,699	8,361	11,060
	Instructor	961	2,320	3,281
	Lecturer	276	164	440
	No Rank	36	1,199	1,235
	Total	8,334	25,978	34,312
BA+	Professor	25,802	11,277	37,079
	Associate	18,401	10,999	29,400
	Assistant	18,991	12,118	31,109
	Instructor	4,481	2,465	6,946
	Lecturer	1,859	371	2,230
	No Rank	604	1,871	2,475
	Total	70,138	39,101	109,239
Doctoral	Professor	54,945	20,380	75,325
	Associate	40,952	14,160	55,112
	Assistant	36,765	13,733	50,498
	Instructor	6,711	1,941	8,652
	Lecturer	4,376	1,156	5,532
	No Rank	1,017	779	1,796
	Total	144,766	52,149	196,915
	TOTAL	319,786	120,372	440,158

SOURCE: Data derived from an incomplete version of the NCES, IPEDS Salary Survey, 1991-92.

[1] Based on 100 percent of salary universe.

Change in Salaries

Table 7 reports the percent change from 1990-91 to 1991-92 in faculty salaries by institutional type, control, and academic rank. Only those institutions (1,518 out of 3,025) that reported information for both years are included. The overall average increase reported in Table 7 is slightly different than the 3.5 percent increase reported in Table 1. This is because Table 7 does not include imputed values included in Table 1. Over all, private college faculty received

TABLE 7
Change in Faculty Salaries From 1990-91 to 1991-92
Faculty on 9/10 Month Contracts[1]

Offering Level	Rank	Control		Average
		Public	Private	
AA	Professor	1.82%	5.83%	1.93%
	Associate	3.08	2.70	2.99
	Assistant	2.99	3.08	3.10
	Instructor	–8.18	2.51	–7.93
	Lecturer	* 11.54	—	* 11.54
	No Rank	4.32	4.12	4.30
	Average	3.19	3.95	3.23
BA	Professor	2.81	5.04	4.59
	Associate	2.65	4.71	4.17
	Assistant	2.71	4.87	4.34
	Instructor	4.57	6.76	6.22
	Lecturer	3.00	* 10.12	4.38
	No Rank	* 2.96	3.15	3.16
	Average	3.23	5.35	4.86
BA+	Professor	2.51	5.70	3.43
	Associate	2.68	5.16	3.53
	Assistant	2.85	5.88	3.81
	Instructor	1.86	3.12	2.22
	Lecturer	–2.87	39.00	0.29
	No Rank	6.13	2.95	3.78
	Average	2.65	5.87	3.69
Doctoral	Professor	2.16	4.60	2.93
	Associate	2.31	5.04	3.05
	Assistant	2.79	4.88	3.37
	Instructor	2.84	5.46	3.53
	Lecturer	1.62	–2.13	0.61
	No Rank	9.00	2.34	6.92
	Average	2.41	4.61	3.06
	AVERAGE	2.63	5.19	3.40

SOURCE: Data derived from an incomplete version of the NCES, IPEDS Salary Survey, 1991-92.

[1] Based on 50.2 percent of salary universe reporting comparable data in 1990-91 and 1991-92.

* Indicates less than 100 faculty.

a larger increase than faculty in public colleges. Faculty in public doctoral granting institutions reported the lowest average increase, and private BA+ faculty enjoyed the largest increase for the year.

Table 8 reports the percent change in the number of faculty for each of the eight institutional type and control categories. The analysis only includes colleges that reported the number of faculty each year. In total, there was almost no change in the number of full-time faculty between the two academic years.

TABLE 8
Percent Change in Number of Full-Time Faculty
From 1990-91 to 1991-92
Faculty on 9/10 and 11/12 Month Contracts
By Institutional Type and Control[1]

Offering Level	Control		
	Public	**Private**	**Average**
Faculty on 9/10 Month Contracts			
AA	-1.53%	-0.44%	-1.49%
BA	-0.38	-0.22	-0.26
BA+	-0.66	0.83	-0.13
Doctoral	0.13	0.50	0.23
Average	-0.50	0.41	-0.22
Faculty on 11/12 Month Contracts			
AA	1.57	-3.75	1.21
BA	11.88	7.09	8.08
BA+	-1.22	1.73	0.17
Doctoral	0.04	2.21	0.37
Average	0.52	2.29	0.88

SOURCE: Data derived from an incomplete version of the NCES, IPEDS Salary Survey, 1991-92.

[1] Based on 57.5 percent of salary universe reporting comparable data in 1990-91 and 1991-92.

This section on faculty salaries suggests the profession is losing to inflation over the long haul. Recent cutbacks in state budgets are already reflected in eroding salaries and no growth in the number of full-time faculty. The next section reviews the benefits received by full-time faculty members.

Benefits

Faculty compensation is the combination of cash and the cash equivalent of benefits such as retirement and health insurance. Fringe benefits are reported separately for 9/10 and 11/12 month contracts but are not reported by academic rank. This constraint in data collection allows fringe benefits to be reported only by institutional type and control. It is also not possible to report fringe benefits by average salary within an institution.

Benefits follow much the same pattern as salaries. Benefits increase as the level of the degree granted increases and, with the exception of the universities, the value of benefits are higher for faculty in public colleges than for faculty in private colleges. Private two-year college faculty receive a total of $5,480 in benefits compared to $13,402 available to the average faculty member in private universities. Some of the difference is due to the fact that some components of fringe benefits such as retirement and Social Security hinge, in part, on salary.

Fringe benefits include the following specific options:

- Retirement
- Medical/dental
- Disability
- Tuition Reimbursement
- Housing
- Social Security
- Unemployment Compensation
- Life Insurance
- Workers Compensation
- Other

Only the share of the benefits package paid by the college or university (or the state) is included in the total. The total does not include the share paid by the faculty member. Those benefits that are generally not widely available, such as housing, are averaged across all, not just those who are eligible.

Overall, benefits equal almost 25 percent of the salaries of faculty on 9/10 month contracts and 21 percent for faculty on 11/12 month contracts. As can be seen in Table 9, the average cash value of benefits is $10,819. This is only slightly higher for faculty on 11/12 month contracts. Private college faculty receive significantly higher tuition benefits than public college faculty. These tuition benefits help compensate for lower retirement and health contributions. Faculty housing, however, is not a significant factor in private college benefits packages. Retirement, Social Security, and medical/dental care are the three largest components in benefits packages. As with salaries, there is more variation in benefits available to private college faculty than public college faculty for both the 9/10 and the 11/12 month faculty.

TABLE 9
Average Benefits for Faculty Members on 9/10 Month Contracts By Institutional Type and Control, 1991-92[1]

Offering Level	Benefit	Control		
		Public	Private	Average
AA	Retirement	$ 3,658	$ 1,285	$ 3,578
	Medical/Dental	3,221	1,629	3,167
	Disability	107	92	106
	Tuition Reimbursement	65	168	69
	Housing	5	19	5
	Social Security	2,297	1,854	2,282
	Unemployment Compensation	97	129	98
	Life Insurance	157	93	155
	Worker's Compensation	205	196	205
	Other	79	15	77
	Total	9,891	5,480	9,742
BA	Retirement	3,772	2,766	2,997
	Medical/Dental	2,980	2,055	2,267
	Disability	64	135	119
	Tuition Reimbursement	114	836	671
	Housing	0	66	51
	Social Security	2,503	2,732	2,680
	Unemployment Compensation	71	126	113
	Life Insurance	111	178	163
	Worker's Compensation	200	239	230
	Other	1	106	82
	Total	9,818	9,241	9,373
BA+	Retirement	4,577	2,826	4,019
	Medical/Dental	3,152	2,457	2,931
	Disability	91	133	104
	Tuition Reimbursement	63	818	304
	Housing	35	33	34
	Social Security	2,907	2,802	2,874
	Unemployment Compensation	57	139	83
	Life Insurance	120	198	145
	Worker's Compensation	206	272	227
	Other	9	122	45
	Total	11,218	9,799	10,766
Doctoral	Retirement	4,682	4,796	4,715
	Medical/Dental	2,923	2,755	2,875
	Disability	106	143	117
	Tuition Reimbursement	130	1,100	406
	Housing	0	76	22
	Social Security	2,524	3,826	2,895
	Unemployment Compensation	52	173	86
	Life Insurance	149	228	172
	Worker's Compensation	225	256	234
	Other	60	48	56
	Total	10,851	13,402	11,578
	AVERAGE	10,710	11,078	10,819

SOURCE: Data derived from an incomplete version of the NCES, IPEDS Salary Survey, 1991-92.

[1] Based on 60.3 percent of salary universe.

TABLE 10
Average Benefits for Faculty Members on 11/12 Month Contracts By Institutional Type and Control, 1991-92[1]

Offering Level	Benefit	Control		
		Public	Private	Average
AA	Retirement	$ 3,304	$ 1,296	$3,170
	Medical/Dental	2,364	2,569	2,378
	Disability	73	54	72
	Tuition Reimbursement	8	192	20
	Housing	1	0	1
	Social Security	2,324	2,048	2,306
	Unemployment Compensation	89	328	105
	Life Insurance	91	183	97
	Worker's Compensation	164	184	166
	Other	103	243	113
	Total	8,521	7,095	8,426
BA	Retirement	3,881	1,916	2,370
	Medical/Dental	2,775	1,952	2,142
	Disability	73	107	99
	Tuition Reimbursement	504	365	397
	Housing	0	202	155
	Social Security	3,120	2,181	2,398
	Unemployment Compensation	439	130	201
	Life Insurance	94	267	227
	Worker's Compensation	219	142	160
	Other	0	49	37
	Total	11,105	7,311	8,188
BA+	Retirement	5,328	2,659	4,114
	Medical/Dental	2,544	2,173	2,375
	Disability	130	141	135
	Tuition Reimbursement	57	431	227
	Housing	0	285	130
	Social Security	3,266	2,508	2,921
	Unemployment Compensation	69	114	89
	Life Insurance	175	178	176
	Worker's Compensation	195	214	203
	Other	11	49	29
	Total	11,774	8,751	10,399
Doctoral	Retirement	6,072	4,575	5,813
	Medical/Dental	2,700	3,046	2,760
	Disability	131	149	134
	Tuition Reimbursement	166	850	284
	Housing	0	135	23
	Social Security	3,014	4,175	3,215
	Unemployment Compensation	61	131	73
	Life Insurance	185	244	195
	Worker's Compensation	254	281	259
	Other	30	155	51
	Total	12,613	13,740	12,808
	TOTAL	11,174	10,502	11,030

SOURCE: Data derived from an incomplete version of the NCES, IPEDS Salary Survey, 1991-92.

[1] Based on 60.3 percent of salary universe.

Tenure

Less than 10 percent of faculty are in colleges and universities with no tenure system (NCES, Faculty in Higher Education Institutions, 1988). According to the 1991-92 IPEDS data, 63.8 percent of faculty are tenured, 25.4 percent are on the tenure track, and the remaining 10.8 percent are not on the tenure track. Public university faculty are less likely to be tenured than community college faculty, and faculty in private colleges are less likely to be tenured than those in public colleges.

TABLE 11
Percent of Faculty Tenured
Faculty on 9/10 and 11/12 Month Contracts, 1991-92[1]

Offering Level	Control		Average
	Public	Private	
AA	71.8%	53.2%	71.3%
BA	60.0	54.5	55.9
BA+	64.7	54.3	61.5
Doctoral	65.8	61.3	64.6
Average	66.4	57.4	63.8

SOURCE: Data derived from an incomplete version of the NCES, IPEDS Salary Survey, 1991-92.

[1] Based on 47.7 percent of salary universe.

Care should be taken in generalizing from these data as less than one-half of the institutions report information on tenure.

Salary by Gender

On average, women faculty members are paid $10,401 less per year in private colleges and $8,604 less in public colleges than men—for two major reasons. Women receive a lower salary than men in the same academic rank and institutional type, and women are assigned to lower academic ranks than their male counterparts.

Public community colleges see a pay difference of over $4,200 between men and women even though there is no salary difference among academic departments or formal promotion systems, factors that explain some of the pay differences in universities. Women fare the worst in universities where they average less than 78 percent of the average salary of male faculty members.

Charts 5 and 6 summarize the salary differentials in each of the four types of public institutions. The pay differential between men and women increases with the offering level of the institution.

TABLE 12
Average Salaries for Men and Women On 9/10 Month Contracts By Rank, Institutional Type and Control, 1991-92[1]

Offering Level	Rank	Public		Private	
		Women	Men	Women	Men
AA	Professor	$45,491	$48,379	$33,410	$33,770
	Associate	37,942	40,185	27,825	30,627
	Assistant	32,922	34,364	24,977	27,353
	Instructor	27,303	29,469	22,535	23,993
	Lecturer	30,693	32,628	—	—
	No Rank	37,105	41,087	22,474	26,091
	Average	36,609	40,878	24,195	27,726
BA	Professor	47,232	48,558	45,379	46,390
	Associate	39,127	40,232	35,854	36,735
	Assistant	32,201	34,214	29,962	30,377
	Instructor	26,289	29,315	24,127	24,307
	Lecturer	28,189	31,739	28,007	25,754
	No Rank	32,439	32,248	27,508	31,112
	Average	34,549	39,947	32,455	37,656
BA+	Professor	52,465	53,643	44,419	49,193
	Associate	41,877	43,118	36,876	39,795
	Assistant	34,393	35,634	31,439	33,262
	Instructor	26,515	27,511	24,767	26,336
	Lecturer	26,909	30,731	24,539	26,629
	No Rank	33,437	36,551	29,456	35,994
	Average	38,582	45,199	34,060	40,854
Doctoral	Professor	55,212	61,402	61,862	68,939
	Associate	42,404	45,259	45,915	48,669
	Assistant	35,379	39,020	37,448	41,199
	Instructor	25,502	27,743	29,384	32,191
	Lecturer	28,878	33,301	28,802	32,371
	No Rank	30,830	36,665	30,507	35,898
	Average	39,014	50,514	43,415	55,873
	AVERAGE	37,827	46,431	36,714	47,115

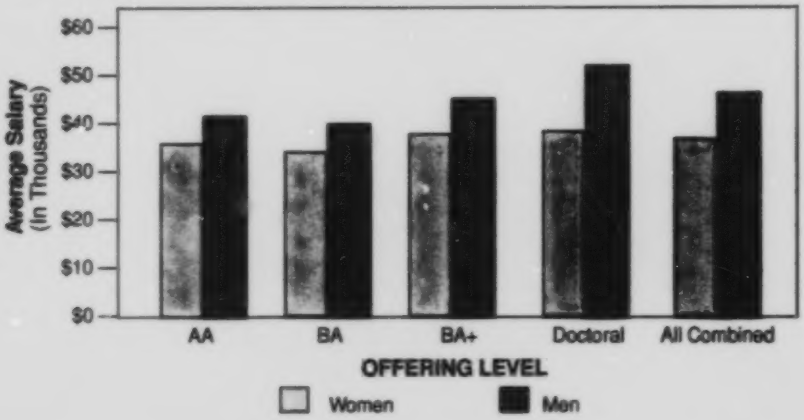
SOURCE: Data derived from an incomplete version of the NCES, IPEDS Salary Survey, 1991-92.

[1] Based on 100 percent of salary universe.

Table 13 reports women as a percent of the faculty in each of the institutional and academic categories. The only sector in which women outnumber men is in the two-year private colleges. This is the smallest sector with the lowest pay. In the remaining institutional types, women exceed men only in the ranks of instructor and lecturer, the lowest-paying ranks in colleges and universities.

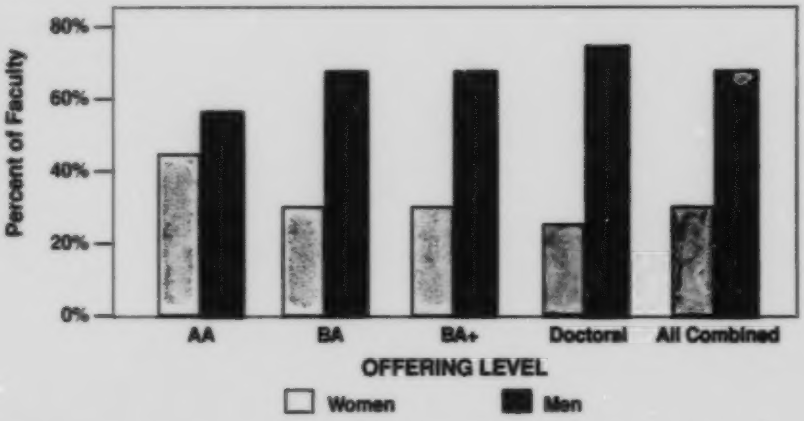
Charts 7 and 8 review the salaries and relative number of men and women faculty in private colleges and universities. The chart clearly depicts the inverse relationship between institutions' highest

CHART 5
Average Salaries for Men and Women Faculty on 9/10 Month Contracts in Public Institutions, By Level of Offering, 1991-92



SOURCE: Data derived from an incomplete version of the NCES, IPEDS Salary Survey, 1991-92.

CHART 6
Men and Women Faculty in Public Institutions As a Percent of Total Faculty, Faculty on 9/10 Month Contracts, 1991-92



SOURCE: Data derived from an incomplete version of the NCES, IPEDS Salary Survey, 1991-92.

TABLE 13
Women Faculty as a Percent of Total Faculty, Faculty on 9/10 Month Contracts, 1991-92[1]

Offering Level	Rank	Control		
		Public	Private	Average
AA	Professor	31.0%	37.4%	31.2%
	Associate	41.1	54.9	41.6
	Assistant	48.3	63.7	49.1
	Instructor	57.1	65.4	57.6
	Lecturer	60.9	100.0	62.2
	No Rank	43.5	49.9	43.7
	Average	43.2	54.1	43.5
BA	Professor	17.1	17.5	17.4
	Associate	27.7	32.4	31.2
	Assistant	37.7	46.1	43.9
	Instructor	50.9	54.5	53.4
	Lecturer	62.5	61.1	62.0
	No Rank	37.5	42.0	41.9
	Average	32.0	35.1	34.4
BA+	Professor	17.6	19.0	18.0
	Associate	29.6	31.9	30.4
	Assistant	43.7	45.3	44.3
	Instructor	58.4	59.3	58.7
	Lecturer	57.6	56.8	57.5
	No Rank	38.3	40.3	39.9
	Average	31.8	34.7	32.8
Doctoral	Professor	11.1	12.2	11.4
	Associate	24.9	26.7	25.4
	Assistant	38.4	33.0	38.3
	Instructor	61.5	51.7	59.3
	Lecturer	54.3	55.4	54.5
	No Rank	53.4	39.7	47.3
	Average	25.9	25.6	25.8
	AVERAGE	32.8%	31.3%	32.4%

SOURCE: Data derived from an incomplete version of the NCES, IPEDS Salary Survey, 1991-92.

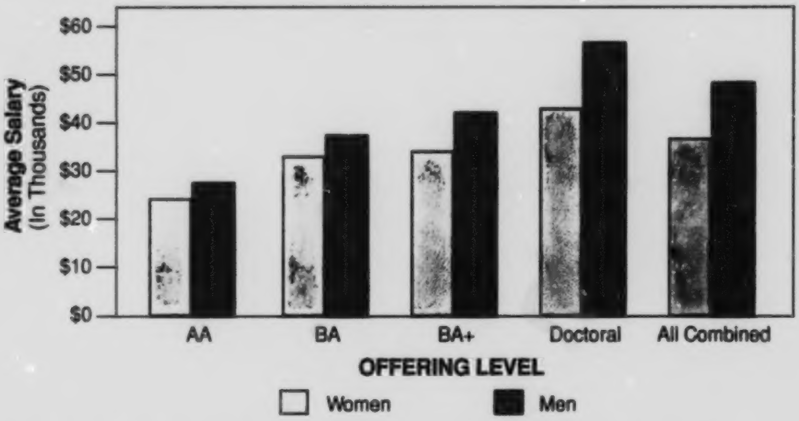
[1] Based on 100 percent of salary universe.

degree offered and the progressively smaller share of women faculty members. The pattern is similar to that seen in the public colleges and universities.

States

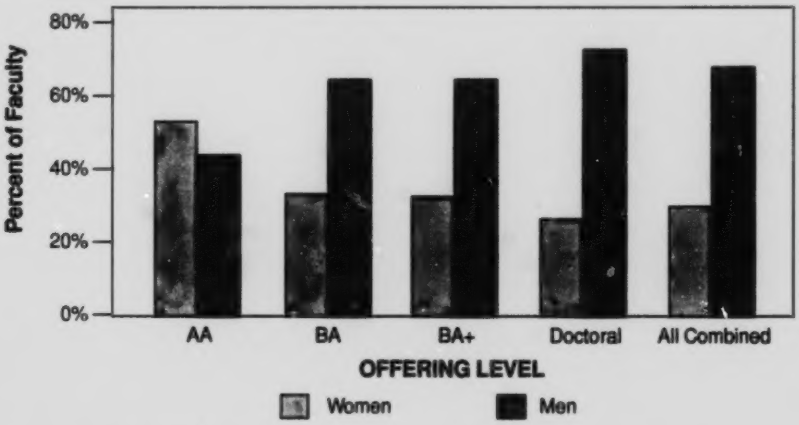
State governing bodies are the basic political unit in determining how much money is available to public colleges and universities in the state. In many instances, state-level boards or legislative bodies determine the general pay schedule.

CHART 7
Average Salaries for Men and Women on 9/10 Month Contracts, in Private Institutions, By Level of Offering, 1991-92



SOURCE: Data derived from an incomplete version of the NCES, IPEDS Salary Survey, 1991-92.

CHART 8
Men and Women Faculty in Private Institutions As a Percent of Total Faculty, Faculty on 9/10 Month Contracts 1991-92



SOURCE: Data derived from an incomplete version of the NCES, IPEDS Salary Survey, 1991-92.

Table 14 lists the states in descending order of the average salary of public college and university faculty on 9/10 month contracts. Florida, Virginia, and Alaska did not respond to the survey in time to be included in this report. The average public college faculty salary of $43,944 is remarkably close to the average of $44,289 reported for private colleges and universities in Table 15. The average salary for two- and four-year public college faculty (including universities) are listed separately.

TABLE 14
Average Faculty Salaries Ranked by State Faculty On 9/10 Month Contracts, 2-Year, 4-Year, And All Public Institutions, 1991-92[1]

State	Average	2-Year	4-Year	State	Average	2-Year	4-Year
CA	$56,443	$50,023	$57,079	ME	$40,056	$31,864	$41,316
NJ	54,271	44,238	57,099	MO	39,661	33,153	40,644
NY	48,982	45,499	50,788	KY	39,597	*	39,597
CT	48,882	46,326	50,718	TN	39,443	30,645	41,274
DE	47,992	37,262	49,905	LA	38,981	27,004	39,346
HI	47,911	40,696	51,914	NM	38,787	28,733	41,223
OH	46,930	37,680	48,886	CO	38,673	29,567	41,278
RI	46,167	39,090	48,438	KS	38,171	31,491	40,640
PA	45,928	40,744	47,176	OR	38,062	35,270	40,373
DC	45,608	+	45,608	UT	37,909	29,405	40,901
MD	45,602	43,043	47,201	GA	37,806	30,633	39,853
MN	45,351	35,349	45,682	AL	37,536	32,677	39,632
NV	45,339	38,195	48,747	ID	37,472	31,847	38,270
IL	45,299	*	45,299	NH	37,265	33,607	38,568
AZ	45,250	42,927	47,322	SC	36,987	27,120	43,166
MI	45,041	45,532	42,213	OK	36,405	31,836	38,991
US	43,944	37,720	45,849	MT	35,685	28,298	36,191
MA	43,765	35,338	46,857	WV	35,068	27,775	35,560
IA	43,578	32,102	48,294	SD	34,760	*	34,760
IN	42,693	32,530	43,380	AR	33,315	28,512	34,624
VT	42,678	32,174	43,617	MS	32,003	27,738	34,420
WI	42,565	39,449	44,111	ND	31,813	30,903	33,287
NE	41,373	27,279	43,698	WY	29,961	29,961	*
WA	41,371	35,040	48,047	FL	*	*	*
NC	41,070	26,030	43,127	VA	*	*	*
TX	40,619	33,801	43,627	AK	*	*	*

SOURCE: Data derived from an incomplete version of the NCES, IPEDS Salary Survey, 1991-92.

[1] Based on 60.5 percent of the public institution salary universe.

* Indicates no responding institutions in this category.

+ Indicates no institutions in this category.

California, with the highest average public college faculty salary, exceeds Wyoming, the lowest reporting state by $26,500. Thirty-five of the 48 reporting states have an average public college salary between $35,600 and 46,200.

TABLE 15
Average Faculty Salaries Ranked by State
Faculty on 9/10 Month Contracts
1991-92
Private Institutions[1]

State	Average
DC	$53,370
CT	52,663
NJ	52,377
MA	51,199
RI	50,104
IL	48,710
NY	48,205
PA	47,042
MD	46,643
CA	45,699
TX	44,799
IN	44,745
US	44,289
ME	43,312
NM	41,766
WI	39,629
WA	39,436
FL	39,247
MN	39,141
OH	39,136
OK	39,123
VT	38,428
OR	38,030
MI	37,389
IA	35,967
SC	35,464
NE	$35,338
NC	35,060
LA	34,785
DE	34,015
NH	33,294
AL	32,313
GA	32,121
UT	32,042
KY	32,024
HI	31,885
AR	30,984
TN	30,755
WV	30,302
MO	30,088
ID	29,937
SD	29,393
MS	27,463
MT	27,381
KS	26,281
ND	24,990
AZ	*
WY	+
NV	*
CO	*
AK	*
VA	*

SOURCE: Data derived from an incomplete version of the NCES, IPEDS Salary Survey, 1991-92.

[1] Based on 63.8 percent of the private institution salary universe.

* Indicates no responding institutions in this category.

+ Indicates no institutions in this category.

There is greater range in the average salary of private college faculty by state than in public college salaries. Average salaries vary $28,380 between a high of $53,360 in the District of Columbia and a low of $24,990 in North Dakota. Higher paying private universities and colleges are concentrated in fewer states. Thirty-one states have an average private college faculty salary below $35,600. Ten have an average faculty salary above $46,200. Six states have a lower average faculty salary for private college faculty than the lowest salary reported for public colleges.

The next table, Table 16, lists the states in rank order by their percent change in faculty salary between 1990-91 and 1991-92. The average is 2.63 percent, with a range between 10.27 percent and -1.7 percent. Again worth noting is that the average change represents the combination of actual cost-of-living adjustments, promotions, changes in the number of faculty on each step of the salary system, and changes due to retirement and hiring. A negative percent change does not necessarily mean that individual salaries were reduced between the two years.

TABLE 16

Percent Change in Average Faculty Salaries From 1990-91 to 1991-92 Ranked by State, 2-Year, 4-Year, and All Public Institutions Faculty on 9/10 Month Contracts[1]

State	Average	2-Year	4-Year	State	Average	2-Year	4-Year
CT	10.27%	6.17%	13.13%	SD	2.64%	*%	2.64%
NJ	9.39	3.43	10.70	US	2.63	3.19	2.54
HI	8.79	*	8.79	TX	2.40	2.56	2.41
KY	7.86	*	7.86	WI	2.35	7.12	0.44
DE	7.78	0.23	8.96	ME	2.14	0.11	2.36
PA	6.52	5.75	6.79	KS	2.08	2.07	2.12
AR	6.28	4.71	6.60	MS	2.08	−1.38	4.26
WA	6.15	5.74	6.03	IL	1.92	*	1.92
MT	6.07	−1.11	6.83	CA	1.87	*	1.87
MI	5.97	5.78	7.50	MN	1.47	6.93	1.37
WY	5.23	5.23	*	DC	1.22	+	1.22
NE	5.02	−0.13	5.78	MO	1.22	3.94	0.77
LA	4.66	−3.21	4.88	MD	1.05	2.66	0.29
NV	4.52	3.41	6.21	IA	0.89	4.35	0.70
ND	4.52	2.70	7.57	WV	0.78	3.54	0.60
RI	4.42	3.54	4.53	NY	0.72	3.35	−0.19
OK	4.38	4.30	4.31	SC	0.63	1.27	1.69
OR	4.27	4.39	−0.30	GA	0.61	0.30	1.00
NM	4.01	5.47	3.58	NH	0.45	2.69	−0.11
ID	3.91	4.11	4.22	TN	0.36	0.34	0.44
VT	3.84	16.73	2.90	AL	0.10	−1.85	0.78
UT	3.72	2.55	4.34	NC	−0.27	−1.15	0.11
CO	3.50	1.82	3.71	MA	−1.70	−1.71	−1.90
IN	3.42	4.60	3.27	FL	*	*	*
OH	3.08	3.30	2.98	VA	*	*	*
AZ	2.76	4.75	1.55	AK	*	*	*

SOURCE: Data derived from an incomplete version of the NCES, IPEDS Salary Survey, 1991-92.

[1] Based on 52.6 percent of the public institution salary universe reporting comparable data in both years.

* Indicates no responding institutions in this category.

+ Indicates no institutions in this category.

Table 17 presents the same annual change percentages for each state's private colleges and universities. All private colleges and universities are averaged together. The average percent salary increase is 5.19 percent for private college faculty, with a range of .68 percent increase in Delaware to 12.08 percent increase in New Mexico.

TABLE 17
Percent Change in Average Faculty Salaries From 1990-91 to 1991-92, Ranked by State, Faculty on 9/10 Month Contracts, Private Institutions, Faculty on 9/10 Month Contracts[1]

State	Average	State	Average
NM	12.08%	MN	5.12%
LA	10.74	TX	5.10
HI	9.51	MA	5.05
UT	8.02	TN	5.01
OR	7.88	MI	5.00
ID	7.86	CT	4.95
IL	7.35	WV	4.93
CA	6.84	PA	4.91
AR	6.48	NY	4.79
VT	6.29	NC	4.77
GA	6.24	SC	4.44
ME	6.21	DC	4.28
FL	6.07	WI	4.23
OK	5.99	MO	4.18
WA	5.94	SD	4.05
OH	5.91	NH	3.96
NJ	5.72	MD	3.45
IA	5.51	AL	2.05
NE	5.46	MS	1.70
ND	5.45	DE	0.68
IN	5.45	WY	+
KY	5.34	AZ	*
RI	5.30	NV	+
MT	5.21	CO	+
US	5.19	VA	*
KS	5.19	AK	*

SOURCE: Data derived from an incomplete version of the NCES, IPEDS Salary Survey, 1991-92.

[1] Based on 47.4 percent of the private institution salary universe reporting comparable data in both years.

* Indicates no responding institutions.

+ Indicates no institutions in this category.

Unlike public college faculty, private college faculty have not experienced outright declines in average salary. The average increase is higher for private college faculty than public college faculty. Greater detail on salary change by more specific institutional types is presented in Table 19.

Table 18 provides information on 1991-92 state level faculty salary by each of the institutional type and control categories as a percent of the national average for that type and control. A "+" indicates no salary reported for that cell. For example, there are no private colleges in Wyoming or Nevada. An "N/R" indicates the institutions in the sector have not been reported or were imputed in 1990-91 and 1991-92. There are no entries for Florida's public institutions for this reason.

A number over 1.00 means faculty in the category are paid more than the national average. For example, public community college faculty in Arizona make 15 percent more than the average faculty in all public community colleges. A number under 1.00 means faculty in the category make less than the national average. Faculty in Alabama's public universities make .87 percent of the national average salary for public university faculty. Table 19 presents the percent change in faculty salary for each institutional type and control by state in a complementary format to Table 18.

Summary and Conclusions

College and university faculty have almost regained the income lost during the 1970s, but progress has begun to slow. The chance that college and university faculty will regain the purchasing power they had in the early 1970s seems remote in the short run, especially for new faculty who have taken the brunt of the loss. Currently, faculty salaries overall are not quite holding their own. New faculty are experiencing significant losses in their purchasing power, and senior faculty incomes are beginning to erode compared to the cost of living.

The long-term record comparing enrollment increases with increases in the number of full-time faculty suggests that enrollment has grown faster than the number of full-time faculty over the last 20 years. There are inconsistencies in the collecting and reporting of these statistics over the two decades, but, roughly speaking, enrollment has increased about 50 percent between 1970 and 1987 (8.6 million to 13.0 million) while the number of full-time faculty (including those with nonteaching faculty appointments) has grown just over 40 percent from 369,000 to 523,000 in the same period (NCES, 1990). The use of part-time faculty increased 160 percent in the same time period. In 1970 there were 104,000 part-time faculty members recorded by NCES. The number increased to 270,000 by

TABLE 18
Average Salary as a Percent of the National Average For Faculty on 9/10 Month Contracts By State, Institutional Type and Control, 1991-92[1]

	Public				Private			
State	**AA**	**BA**	**BA+**	**DR**	**AA**	**BA**	**BA+**	**DR**
AK	+	+	N/R	N/R	+	N/R	N/R	+
AL	0.88	* 0.94	0.82	0.87	* 1.14	0.72	0.86	N/R
AR	0.76	* 0.82	0.83	N/R	* 0.51	0.89	* 0.66	+
AZ	1.15	+	+	0.99	+	N/R	N/R	N/R
CA	1.20	N/R	1.31	1.27	* 1.39	1.26	1.15	0.86
CO	0.79	1.02	* 0.86	1.06	+	N/R	N/R	N/R
CT	1.24	N/R	1.20	N/R	* 1.26	* 0.94	1.18	1.04
DC	+	+	1.08	N/R	+	* 0.85	N/R	1.00
DE	1.00	+	N/R	1.04	+	* 0.90	* 0.89	+
FL	N/R	+	+	N/R	* 0.93	0.80	0.97	0.84
GA	0.82	* 0.93	0.85	0.99	* 1.05	0.84	0.85	0.63
HI	1.09	* 1.10	* 1.06	1.10	+	N/R	* 0.80	N/R
IA	0.86	+	+	1.01	* 1.14	0.97	0.82	0.79
ID	0.85	0.83	0.90	0.82	N/R	* 0.89	* 0.75	+
IL	N/R	+	0.86	0.98	* 1.07	0.96	0.94	1.14
IN	0.87	+	0.88	0.94	* 1.10	1.05	0.98	1.11
KS	0.84	+	0.82	0.89	* 0.83	0.69	0.71	+
KY	N/R	+	0.91	0.94	* 0.79	0.89	0.77	* 0.79
LA	0.72	+	0.84	0.85	+	* 0.88	* 0.91	N/R
MA	0.95	* 1.18	0.95	1.08	1.12	1.22	1.19	1.03
MD	1.15	* 1.03	1.01	1.05	N/R	* 0.82	0.95	1.01
ME	0.85	0.96	0.98	0.90	N/R	1.25	* 0.81	* 0.72
MI	1.22	+	1.00	N/R	* 0.92	1.00	0.99	N/R
MN	* 0.95	0.94	0.99	1.13	* 1.24	1.09	0.88	0.73
MO	0.89	N/R	0.87	0.91	* 1.25	0.85	0.70	* 0.65
MS	0.74	+	0.63	0.76	N/R	0.60	* 0.95	N/R
MT	* 0.76	* 0.74	0.79	0.79	* 0.98	* 0.78	* 0.65	+
NC	0.70	1.01	0.96	0.96	1.11	0.90	0.82	0.72
ND	0.83	0.86	N/R	N/R	* 0.79	* 0.49	* 0.73	+
NE	0.73	+	0.94	1.01	+	0.87	0.78	0.77
NH	* 0.90	N/R	0.92	N/R	* 0.80	0.89	0.85	N/R
NJ	1.18	1.28	1.25	1.31	N/R	0.85	1.13	1.11
NM	0.77	+	0.79	0.92	+	N/R	* 1.05	+
NV	1.02	+	+	1.02	N/R	+	N/R	+
NY	1.22	1.21	1.18	1.16	0.97	1.09	1.05	1.02
OH	1.01	1.01	1.08	1.03	N/R	1.05	0.96	0.82
OK	0.85	N/R	0.93	N/R	* 0.84	0.81	* 0.67	0.87
OR	0.94	1.00	0.84	0.87	+	* 0.63	1.01	0.61
PA	1.09	0.94	1.08	1.11	1.06	1.09	1.02	1.05
RI	1.05	+	1.04	1.07	+	1.17	1.18	0.97
SC	0.69	N/R	0.87	0.92	* 0.62	* 0.83	0.95	N/R
SD	N/R	* 0.85	0.76	0.74	+	* 0.60	0.77	N/R
TN	0.82	+	0.91	0.87	* 0.89	0.82	0.75	0.70
TX	0.91	0.88	0.88	0.96	* 0.85	0.79	1.01	0.91
UT	0.79	+	0.78	0.91	N/R	+	* 0.80	N/R
VA	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R
VT	* 0.86	+	0.82	0.96	* 0.74	* 0.74	0.93	0.90
WA	0.94	+	0.98	1.08	+	1.10	0.98	N/R
WI	1.06	+	0.94	1.05	+	0.87	0.89	0.91
WV	0.74	0.81	0.84	0.86	* 0.97	0.80	0.78	+
WY	0.80	+	+	+	+	+	+	+

SOURCE: Data derived from an incomplete version of the NCES, IPEDS Salary Survey, 1991-92.

[1] Based on 62.3 percent of salary universe.

* Indicates less than 100 faculty.

+ Indicates no institutions in this category.

N/R Indicates no responding institutions in this category.

BEST COPY AVAILABLE

TABLE 19

Average Percent Change in Faculty Salaries, From 1990-91 to 1991-92 Faculty on 9/10 Month Contracts[1]

State	Public				Private			
	AA	BA	BA+	DR	AA	BA	BA+	DR
AK	+	+	N/R	N/R	+	N/R	N/R	+
AL	-1.75	* -0.12	1.22	0.62	* 2.88	5.37	1.37	N/R
AR	4.71	* 5.99	6.67	N/R	N/R	7.14	* 2.60	+
AZ	4.75	+	+	1.55	+	N/R	N/R	N/R
CA	N/R	N/R	N/R	1.87	* 3.32	4.21	8.52	6.97
CO	1.82	3.99	* 5.21	5.31	+	N/R	N/R	N/R
CT	6.17	N/R	13.13	N/R	* 15.93	* 3.01	7.41	4.05
DC	+	+	1.22	N/R	+	* 1.04	N/R	4.27
DE	0.23	+	N/R	8.96	+	* 3.40	* -0.80	+
FL	N/R	+	+	N/R	* -1.35	11.89	4.29	0.58
GA	0.30	* 4.14	1.40	0.88	* 4.65	4.80	8.56	4.98
HI	N/R	* 8.56	N/R	8.77	+	N/R	* 9.51	N/R
IA	4.35	+	+	0.70	* 1.94	5.15	6.37	4.42
ID	4.11	5.86	4.80	3.84	N/R	* 9.41	* 7.75	+
IL	N/R	+	-0.02	2.15	* 7.96	0.83	7.50	6.99
IN	4.60	+	3.86	3.14	* 6.37	4.22	6.01	* 7.42
KS	2.07	+	0.30	2.59	* 7.01	3.74	4.99	+
KY	N/R	+	6.92	12.23	* 6.22	6.22	4.39	* 4.59
LA	-3.21	+	3.59	5.31	+	* 6.90	* 13.28	N/R
MA	-1.71	* 1.50	-8.14	0.75	-5.09	5.31	8.60	4.32
MD	2.66	* 2.50	0.38	0.18	N/R	* -1.70	2.09	3.96
ME	0.11	2.35	2.65	2.22	N/R	6.72	* 6.17	* 6.18
MI	5.78	+	7.50	N/R	* 8.27	5.74	3.83	N/R
MN	6.93	-2.29	1.73	0.07	* 3.38	5.66	-6.35	3.72
MO	3.94	N/R	1.82	0.07	* 11.80	4.99	0.01	* 4.97
MS	-1.38	+	5.69	4.09	N/R	1.35	* 5.52	N/R
MT	* -1.11	* -1.77	2.58	9.85	* 6.30	* 0.95	* 21.21	+
NC	-0.93	0.18	0.31	0.03	5.00	4.01	4.58	-23.13
ND	2.70	7.57	N/R	N/R	N/R	* 4.31	* 5.26	+
NE	-0.13	+	7.04	4.31	+	6.84	9.02	3.87
NH	* 2.69	N/R	-0.11	N/R	* 2.17	-1.12	7.98	N/R
NJ	3.43	13.64	11.90	8.55	N/R	3.76	5.54	5.95
NM	5.47	+	-0.30	4.60	+	N/R	* 12.08	+
NV	3.41	+	+	6.21	N/R	+	N/R	+
NY	3.35	-0.20	-0.31	-0.27	4.24	5.20	6.41	4.15
OH	3.30	2.37	1.85	3.10	N/R	5.62	6.09	7.12
OK	4.30	N/R	4.31	N/R	* -1.24	* 3.33	N/R	5.69
OR	4.39	N/R	N/R	* -0.30	+	* 16.01	8.31	5.07
PA	5.75	8.24	5.90	7.48	4.02	4.67	6.18	4.25
RI	3.54	+	4.88	4.13	+	5.23	6.24	5.22
SC	-4.12	N/R	0.62	1.74	* -8.31	* 4.06	4.38	N/R
SD	N/R	* 2.37	2.57	2.65	+	* -17.23	7.58	N/R
TN	0.34	+	-0.17	0.54	* 5.20	4.88	3.49	12.18
TX	2.56	2.39	3.02	2.05	* -9.96	4.65	4.55	4.77
UT	2.55	N/R	4.20	4.24	N/R	+	* 8.02	N/R
VA	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R
VT	* 16.73	+	5.48	2.58	* 1.84	* 7.28	5.41	5.63
WA	5.74	+	5.62	6.20	+	6.62	5.65	N/R
WI	7.12	+	0.50	0.39	+	3.86	4.75	5.16
WV	2.27	1.49	0.26	0.28	* 13.15	6.09	4.98	+
WY	5.23	+	+	N/R	+	+	+	+

SOURCE: Data derived from an incomplete version of the NCES, IPEDS Salary Survey, 1991-92.

[1] Based on 57.6 percent of salary universe reporting comparable data in both years.

* Indicates less than 100 faculty.

+ Indicates no institutions in this category.

N/R Indicates no responding institutions in this category.

1987. The record suggests full-time faculty are responsible for more and being paid less than was the case 20 years ago.

Salaries of female faculty continue to lag behind those of their male counterparts. In addition, women are relegated to the lower academic ranks and the less prestigious institutions. Overall, women represent nearly one-third of the full-time teaching faculty with a range of 43.5 percent in two-year colleges to 25.8 percent in universities.

The variation in faculty salaries among states is striking. Not only are there significant differences in what faculty earn in assorted states, but sharp differences in recent salary increases also exist. In some cases, there is a decline in average faculty salary. North Carolina and Massachusetts paid public college and university faculty less on the average in 1991-92 than they did in 1990-91.

In the current debate about increasing college costs, restricted state budgets, and the crippling federal debt, it is easy to lose sight of the fact that America's college faculty are being paid less today than they were 20 years ago. This is particularly ironic at a time when analysts and policy makers alike are stressing the need for a high-quality postsecondary education system to assure the economic future of the nation.

Faculty salaries are eroding as the nation prepares for a wave of faculty retirements. The ability to attract new, qualified faculty in increasing numbers to replace those who are retiring will depend, in large part, on the attractiveness of beginning salaries.

Notes

The NEA Faculty Salary Report has been developed using the Integrated Postsecondary Education Data System (IPEDS) data. This data project is the responsibility of the National Center for Education Statistics (NCES) in the U.S. Department of Education. The Department has worked with NEA during all stages of the development of this report. We thank the Department for its guidance and assistance.

The early release, or "snapshot" version, of the data used here, does not include the NCES imputations that are used to generate national averages by compensating for nonreporting institutions. In addition, the early release version of the data does not include all the reporting institutions that will be included in the final NCES release report. The current report does include, however, NEA imputations that are derived in a similar manner to those used by NCES. In addition, NEA contacted some states directly to be able to include data that had been sent to NCES too late for inclusion in the "snapshot" tape. Thus, there will be differences between the NEA report and the NCES report released in 1993.

IPEDS is a voluntary survey program that enjoys a high level of support among higher education institutions. The survey is the standard census of postsecondary education in America.

The Faculty Salary Survey is one of several related surveys. Other IPEDS surveys collect information on enrollments, finances, degrees granted, and other institutional characteristics. Most states have an IPEDS coordinator who collects survey forms from the institutions and forwards them to NCES. This salary report is limited to colleges which are nonprofit and grant an Associate degree or above.

The annual salary survey collects information on the salaries, tenure, and benefits of full-time instructional faculty by contract length, gender, and academic rank. It does not collect data on the following:

- Replacements for instructional faculty on sabbatical leave.
- Instructional faculty on leave without pay.
- Instructional faculty for preclinical and clinical medicine. Instructional faculty in all other health fields such as dentistry, veterinary medicine, nursing, dental hygiene, etc. should be reported.
- Instructional faculty (such as members of religious orders) whose services are valued by bookkeeping entries rather than by full cash transactions.
- Instructional faculty who, as members of military organizations, are paid on a different salary scale from civilian employees.
- Administrative officers with titles such as dean of instruction, academic dean, dean of faculty, dean of students, librarian, registrar, coach, etc. although they may devote part of their time to classroom instruction.
- Undergraduate or graduate students who help in the instruction of courses, but have titles such as graduate or teaching assistant, teaching associate, teaching fellow, etc.

Benefits: The institution is directed to report the projected benefits which will be paid by the institution, state, and local government. The employee's contribution is excluded from the value of the benefits. The number of instructional faculty covered by the benefit is also included.

The tuition plan covers only the benefit available to the family, not the employee. The cash value of this benefit is the cost of those actually receiving it. Housing benefits are handled the same way.

Professional benefits such as travel to meetings, membership fees, and faculty clubs are not included.

Confidentiality: Data cells containing salary outlays or fringe benefit expenditures for fewer than three individuals are excluded. The public release tape contains all of the data items on the report except those which might identify individuals.

Editing: NCES edits the data for major reporting and processing errors. Generated totals are compared to reported totals. If discrepancies between reported and generated totals are within an acceptable range, the generated totals replace the reported totals. If they are out of range, the institution is contacted to resolve the problem. On the data file, generated totals are indicated by an imputation flag.

Imputations: Data are imputed for total nonresponding institutions only. Respondents who provided surveys with partial responses were contacted by NCES by telephone to resolve the problem. NEA calculated their own imputations and imputed values are noted for individual institutions. Neither benefit or tenure data are imputed.

Institutional Types: There are 4,441 institutions in the IPEDS universe.

- 2,369 four-year institutions;
- 1,808 two-year institutions; and
- 264 less than two-year public institutions.

Of this total, 3,025 colleges and universities, 68.1 percent, were eligible for inclusion in this report. Those that were excluded include institutions with programs of less than two years in length, for-profit colleges, preclinical or clinical medical colleges, colleges with no full-time faculty, unaccredited colleges, institutions in which all the faculty contribute their services (religious order), or are members of the military. Small, private religious institutions not reporting for two or more years have also been excluded from the NEA salary universe.

Two conventions were used to report the data. First, colleges and universities are classified into four types based on the highest degree offered:

- two-year (AA),
- baccalaureate (BA),
- baccalaureate plus (BA+), and
- universities (Doctoral).

The institutions were then classified into public and private control. The result is eight classes of institutions by type and control.

Second, the institutions were classified as 2-year and 4-year institutions as well as public and private control, resulting in four classes.

Nonresponses: Of the 3,025 institutions included in this report, 1,072, or 35.44 percent, were nonrespondents and NEA has imputed their data. Tables 20 and 21 detail the levels of nonresponse in each sector for both of the reporting conventions used in the body of the report.

The nonresponse problem is greatest among two-year colleges. Some colleges never respond which precludes imputing any values for them. A listing of the nonresponding institutions and their imputation status is available through NEA.

Dates of Collection: Survey forms are mailed to the colleges and universities in July. Collection of survey results takes place between November 15 and April 15 of the following year. Starting in early January, nonresponding institutions were contacted by NCES via mail and telephone.

Adjustment for Inflation: The correction for inflation we used is the Consumer Price Index for All Urban Consumers for the school year. The CPI factors are as follows:

Academic Year	CPI Factor	Academic Year	CPI Factor
1970-71	3.5278	1981-82	1.4870
1971-72	3.4008	1982-83	1.4258
1972-73	3.2691	1983-84	1.3749
1973-74	3.0015	1984-85	1.3231
1974-75	2.7020	1985-86	1.2860
1975-76	2.5234	1986-87	1.2581
1976-77	2.3844	1987-88	1.2081
1977-78	2.2343	1988-89	1.1547
1978-79	2.0489	1989-90	1.1021
1979-80	1.8026	1990-91	1.0450
1980-81	1.6155	1991-92	1.0000

Assignment of Institutions to Type and Control Categories: Colleges and universities self-select the degree category in which they are placed. This has resulted in upward creep in status in a few cases. For example, colleges identifying themselves as a university when they offer a Ph.D. in conjunction with another university but do not have the charter to do so on their own label themselves a university.

A few institutions included on the list are not normally considered a traditional college or university. Examples include colleges of mortuary science, chiropractory, and meditation. These institutions are infrequent and do not change national averages. They do make a difference for individual state averages in a few cases.

9/10 and 11/12 Month Contracts: Colleges and universities have an option on reporting summer school income. Some report faculty teaching summer school on an 11/12 month contract, others add the summer school income to the salary of 9/10 month faculty and some count summer school faculty as part-time employees even though the faculty is full-time during the regular teaching year.

Percent of Colleges and Universities Providing Data: Table 20 presents the percent of institutions providing salary data in 1991-92. Of the 3,025 institution in the NEA salary universe, 64.56 percent, or 1953, provided salary information. Table 21 provides information regarding institutions providing information in both 1990-91 and 1991-92 academic years. These institutions formed the basis for the tables indicating changes in salaries and numbers of faculty between the two years.

TABLE 20
NEA Faculty Salary Universe
Nonrespondents and Number of Institutions By Institutional Type and Control, 1991-92

Percent Nonresponse Total Institutions	Public Institutions	Private Institutions	Total
AA	41.50% 959	35.76% 151	40.72% 1110
BA	32.18% 87	31.91% 517	31.95% 604
BA+	21.90% 274	33.39% 554	29.59% 828
Doctoral	34.88% 215	39.93% 268	37.68% 483
TOTAL	36.55% 1535	34.30% 1490	35.44% 3025

TABLE 21
NEA Faculty Salary Universe
Percent of Institutions Responding in 1990-91and 1991-92 By Institutional Type and Control

Percent 2-Year Respondents Total Institutions	Public Institutions	Private Institutions	Total
AA	51.09% 959	52.90% 151	51.35% 1110
BA	63.22% 87	63.4% 517	63.41% 604
BA+	67.52% 274	61.19% 554	63.29% 828
Doctoral	58.53% 215	51.49% 268	54.87% 483
TOTAL	55.83% 1535	59.40% 1490	57.59% 3025

References

Integrated Postsecondary Education Data System (IPEDS) survey. 1992. *Faculty Salary Survey*. [Machine-readable data file]. Washington, DC: National Center for Education Statistics.

National Center for Education Statistics. (1991). *Digest of Education Statistics, 1990* (OERI Publication No. NCES 91-660). Washington, DC: U.S. Department of Education.

National Center for Education Statistics. (1990). *Faculty in Higher Education Institutions, 1988* (OERI Publication No. NCES 90-365). Washington, DC: U.S. Department of Education.

Review of the Year

A New Beginning

We begin this section of the *NEA Almanac* with several charts that provide updated information on faculty salary differentials, state appropriations, and federal spending. In today's perilous economic times, this basic background data is of far more than passing interest.

Our first chart contrasts average faculty salaries in bargaining and nonbargaining institutions. Once again, faculty salaries in public collective bargaining institutions of higher education are nearly 13 percent higher than faculty salaries in nonbargaining institutions. In all major fields except Business and Management, Business Economics, and Engineering, collective bargaining faculty have higher salaries than noncollective bargaining faculty.

The second chart presents information, by state, on appropriations for higher education. Given the dreary state of our economy, it should come as no surprise that between 1990-91 and 1991-92 23 states decreased appropriations for higher education. The steepest cutbacks took place in Massachusetts, with California not far behind.

The third chart traces the changes in year-to-year federal funding for higher education. Overall, federal appropriations for higher education slightly increased in FY1992, before inflation was taken into account. But funding for many programs actually decreased. The most dramatic plunge taken at the federal level came in the Women's Education Equity program, which saw a 75 percent drop in federal support.

We hope the information in this section will offer you a better understanding of the roots of today's fiscal crisis in higher education, an understanding that can open the way to change.

Faculty Salaries: Bargaining Differential Over $5,800

Public college and university faculty with collective bargaining agreements earned an average of over $5,800 more per year than their nonbargaining counterparts in 1991-92. In 1990-91, the spread was $5,100. Overall, salaries are nearly 13 percent higher for collective bargaining institutions than for nonbargaining institutions.

Average faculty salaries in public institutions by selected disciplines, rank, and institutional bargaining status: 1991-92

Discipline or major field	Campus Bargaining Status	Prof.	Assoc. Prof.	Asst. Prof.	New Asst. Prof.	Instr.	Ranks
Agribusiness and Agricultural Production	No Barg.	47,507	38,307	32,744	32,755	25,671	39,903
	Barg.	55,055	42,208	35,629	40,624	16,250	48,372
Architecture and Environmental Design	No Barg.	50,296	40,879	34,000	31,998	25,725	41,069
	Barg.	59,135	47,151	36,618	35,011	29,975	51,449
Area and Ethnic Studies	No Barg.	48,642	43,029	32,722	30,500	22,941	39,214
	Barg.	57,995	46,385	36,488	36,093	24,029	48,711
Business and Management	No Barg.	61,088	51,172	46,437	48,666	29,428	50,756
	Barg.	59,897	48,773	46,292	51,602	31,498	49,654
Business: Accounting	No Barg.	61,839	51,449	46,224	51,757	29,140	50,094
	Barg.	63,059	52,504	45,804	51,731	32,803	52,075
Business: Business Administration	No Barg.	55,809	47,667	43,252	47,169	27,529	46,754
	Barg.	59,066	47,763	41,664	43,313	28,091	48,934
Business: Business Economics	No Barg.	56,335	45,552	41,870	43,473	28,439	47,417
	Barg.	56,068	45,107	37,274	37,249	31,399	45,598
Business: Hotel/Motel Management	No Barg.	54,063	47,651	34,833	40,133	31,602	39,346
	Barg.	52,896	46,398	38,261		28,384	44,889
Business: Marketing Management	No Barg.	61,293	50,589	47,478	49,034	29,271	51,002
	Barg.	62,034	51,199	45,957	50,788	30,501	53,102
Business: Secretarial and Related Programs	No Barg.	46,145	38,234	32,367	35,573	23,738	36,632
	Barg.	52,166	46,301	35,194		27,951	43,848
Communications	No Barg.	48,065	38,522	31,059	30,585	25,720	35,697
	Barg.	54,687	43,291	34,707	32,699	28,747	42,410
Communication Technologies	No Barg.	50,875	38,468	30,889	29,250	27,596	37,596
	Barg.	57,139	46,398	36,929	37,261	32,039	44,875
Computer and Information Science	No Barg.	57,001	47,280	42,207	44,314	28,032	45,378
	Barg.	62,382	51,042	41,682	44,114	28,057	51,009

Discipline or major field	Campus Bargaining Status	Prof.	Assoc. Prof.	Asst. Prof.	New Asst. Prof.	Instr.	Ranks
Education	No Barg.	48,268	39,092	32,276	32,312	24,361	39,378
	Barg.	54,897	43,474	34,932	33,648	26,539	44,742
Education: Curriculum and Instruction	No Barg.	47,543	38,987	31,563	31,629	25,056	38,327
	Barg.	54,416	43,449	34,651	29,604	25,388	43,481
Education: Higher Education Administration	No Barg.	52,302	41,450	33,641	34,214		44,326
	Barg.	57,559	46,043	38,837	43,120	31,944	47,828
Education: Special Education	No Barg.	47,510	37,797	31,544	31,122	25,734	38,652
	Barg.	54,834	43,373	36,191	33,763	29,706	45,480
Education: Student Counselling and Personnel	No Barg.	48,385	38,821	32,396	32,506	27,064	40,861
	Barg.	55,893	43,616	35,564	34,488	36,735	46,064
Education: Teacher Education	No Barg.	46,746	38,588	32,070	30,988	26,057	38,492
	Barg.	54,545	44,586	35,053	34,541	29,814	43,298
Education: Industrial Arts	No Barg.	48,240	40,033	34,298	33,700	26,929	39,707
	Barg.	55,270	43,481	34,288	31,167	29,005	44,351
Education: Physical Education	No Barg.	46,765	38,521	32,385	30,426	28,127	36,176
	Barg.	54,976	43,485	35,493	35,304	27,711	41,698
Education: Reading Education	No Barg.	45,172	36,833	32,824	34,345	23,398	34,759
	Barg.	57,723	46,129	37,340	30,625	30,305	45,778
Engineering	No Barg.	61,025	48,943	42,796	42,950	33,498	50,814
	Barg.	58,731	48,094	41,071	44,220	30,444	49,096
Engineering Technologies	No Barg.	47,033	39,529	34,576	33,834	27,132	38,485
	Barg.	58,909	45,098	36,773	36,500	32,481	45,334
Foreign Languages	No Barg.	47,571	37,241	30,298	29,186	23,650	35,765
	Barg.	56,083	43,195	33,611	32,334	26,883	43,558
Allied Health	No Barg.	46,780	39,680	33,099	31,580	27,806	35,350
	Barg.	52,774	42,558	32,911	33,819	25,562	39,106
Allied Health: Occupational Therapy	No Barg.	51,068	41,438	38,543	38,250	29,677	38,823
	Barg.	55,502	46,186	36,779	36,288	31,826	39,246
Allied Health: Physical Therapy	No Barg.	50,637	40,738	36,430	40,438	30,414	37,806
	Barg.	52,148	42,065	36,535	40,238	25,749	39,018
Health Sciences: Speech Pathology/Audiology	No Barg.	51,447	39,586	33,063	29,568	26,295	39,735
	Barg.	57,434	44,360	36,167	37,315	26,037	45,026
Health Sciences: Nursing	No Barg.	49,340	40,240	32,618	31,811	27,838	34,804
	Barg.	53,121	41,977	35,025	32,814	28,572	39,391
Home Economics	No Barg.	48,445	38,628	32,541	31,369	26,000	36,125
	Barg.	54,509	44,152	36,225	35,301	29,150	42,548
Letters	No Barg.	46,645	37,178	30,107	29,458	23,263	35,597
	Barg.	54,768	42,523	33,687	32,570	25,785	43,821
Library and Archival Sciences	No Barg.	50,175	37,693	30,279	30,071	23,154	37,679
	Barg.	54,899	45,553	36,065	33,010	30,757	41,942
Life Sciences	No Barg.	48,470	39,540	32,319	30,700	24,486	40,966
	Barg.	55,028	44,076	35,665	32,885	25,977	47,869
Mathematics	No Barg.	50,569	40,101	33,667	33,369	24,389	38,695
	Barg.	57,057	43,614	35,719	34,096	27,911	45,805

Discipline or major field	Campus Bargaining Status	Prof.	Assoc. Prof.	Asst. Prof.	New Asst. Prof.	Instr.	Ranks
Multi/Interdisciplinary Study	No Barg.	49,615	36,797	29,586	30,908	23,289	35,257
	Barg.	52,023	39,202	35,498	33,164	33,221	43,780
Philosophy and Religion	No Barg.	48,484	37,860	30,256	29,495	25,500	39,870
	Barg.	57,232	43,657	34,375	31,851	31,649	47,756
Physical Sciences	No Barg.	52,152	38,416	33,569	35,360	25,704	41,978
	Barg.	56,707	43,842	33,844	30,359	29,234	47,842
Physical Sciences: Chemistry	No Barg.	50,655	39,061	32,513	31,921	23,642	42,495
	Barg.	57,465	43,338	34,880	33,590	29,331	49,510
Physical Sciences: Geology	No Barg.	50,353	39,327	32,256	31,293	25,774	42,363
	Barg.	56,525	44,056	35,149	34,268	32,347	49,381
Physical Sciences: Physics	No Barg.	52,341	40,724	33,982	32,686	24,695	44,233
	Barg.	58,304	44,423	36,645	34,392	25,601	51,317
Psychology	No Barg.	50,230	39,504	33,392	31,105	26,700	41,551
	Barg.	56,715	43,976	34,766	31,786	29,088	48,030
Protective Services	No Barg.	45,267	38,232	31,767	32,286	26,853	36,310
	Barg.	54,737	40,770	33,576	30,922	33,410	42,509
Public Affairs: Social Work	No Barg.	48,922	41,067	32,612	30,589	28,257	38,400
	Barg.	56,255	45,664	36,563	38,086	31,216	45,390
Social Sciences	No Barg.	47,939	36,615	29,725	30,188	23,394	37,481
	Barg.	54,982	42,934	32,473	31,245	30,088	43,927
Social Sciences: Anthropology	No Barg.	49,547	38,040	30,750	30,450	24,155	39,965
	Barg.	56,425	44,555	33,768	30,915	31,433	47,919
Social Sciences: Economics	No Barg.	57,144	43,602	38,027	39,160	29,219	46,439
	Barg.	58,305	47,203	39,209	38,555	31,524	48,791
Social Sciences: Geography	No Barg.	49,648	39,129	31,808	31,221	26,284	40,686
	Barg.	55,165	43,669	35,374	36,026	30,396	46,486
Social Sciences: History	No Barg.	48,325	37,920	30,299	29,652	26,225	40,857
	Barg.	56,250	43,871	33,782	31,612	29,587	48,596
Social Sciences: Political Science	No Barg.	50,160	39,249	31,460	31,183	26,194	40,613
	Barg.	57,198	43,487	33,808	32,310	29,192	47,274
Social Sciences: Sociology	No Barg.	47,969	38,749	31,586	31,042	24,984	39,452
	Barg.	55,998	44,122	35,581	32,685	30,677	47,510
Visual and Performing Arts	No Barg.	45,657	36,097	28,791	28,023	24,410	35,912
	Barg.	52,352	41,356	34,049	31,635	30,774	42,712
Visual and Performing Arts: Dramatic Arts	No Barg.	47,576	35,838	29,601	27,430	24,801	36,362
	Barg.	57,210	41,713	33,549	31,550	28,306	43,766
Visual and Performing Arts: Drawing	No Barg.	44,357	36,315	30,063	28,007	24,513	36,710
	Barg.	53,677	42,371	33,776	31,032	30,993	44,940
Visual and Performing Arts: Music	No Barg.	46,017	36,555	29,919	29,323	25,427	36,637
	Barg.	53,156	41,884	34,206	30,810	28,089	43,617
All Disciplines	No Barg.	50,269	40,512	34,078	33,886	25,948	40,263
	Barg.	56,351	44,420	26,149	34,872	28,784	46,077

SOURCE: American Association of State Colleges and Universities and the College and University Personnel Association, in conjunction with Appalachian State University, *1991-1992 National Faculty Salary Survey by Discipline and Rank in Public Colleges and Universities*, 12-39.

BEST COPY AVAILABLE

State Higher Education Appropriations: Down In 23 States

State higher education appropriations dropped from $40.9 billion in 1990-91 to $40 billion in 1991-92. California's $5.7 billion appropriation for higher education was once again the nation's largest. Nevada registered the greatest 2-year (31 percent) and 10-year (91 percent) gain. Between 1990-91 and 1991-92, Massachusetts cut the level of higher education appropriations most drastically, with cutbacks next largest in California.

State tax funds appropriations (in thousands) for operating expenses of higher education: 1981-82, 1990-91, 1991-92

	1981–82	1990–91	1991–92	Rank	2-year gain	10-year gain
Alabama	$ 376,591	$ 815,623	$ 791,638	19	2%	110%
Alaska	169,095	187,892	179,981	42	1	6
Arizona	299,317	598,328	607,819	22	10	103
Arkansas	183,980	328,904	383,560	33	20	108
California	3,222,335	5,773,949	5,662,752	1	3	76
Colorado	305,791	508,758	523,785	28	4	71
Connecticut	229,405	522,606	503,748	29	–2	120
Delaware	72,125	117,429	121,011	46	5	68
Florida	802,316	1,548,285	1,486,480	6	–5	85
Georgia	498,739	961,283	874,320	15	–1	75
Hawaii	161,466	290,925	321,201	36	15	99
Idaho	95,100	183,997	195,881	39	24	106
Illinois	1,031,293	1,735,316	1,734,761	4	1	68
Indiana	463,703	876,162	899,643	13	11	94
Iowa	322,582	579,777	563,570	26	7	75
Kansas	278,662	451,299	446,517	31	3	60
Kentucky	339,632	609,228	641,251	20	17	89
Louisiana	454,754	585,703	574,336	25	9	26
Maine	66,941	186,285	186,665	41	8	179
Maryland	385,949	809,926	804,886	17	–2	109
Massachusetts	417,938	697,248	583,569	24	–28	40
Michigan	848,532	1,486,694	1,535,999	5	9	26
Minnesota	554,704	1,007,656	995,429	12	5	79
Mississippi	300,696	423,477	412,311	32	–5	37
Missouri	323,860	602,146	584,565	23	0	80
Montana	83,693	116,648	131,910	44	21	58
Nebraska	181,645	329,122	340,106	35	16	87
Nevada	65,851	163,324	191,773	40	31	191
New Hampshire	39,323	72,959	75,175	49	9	91
New Jersey	560,306	1,060,924	1,132,432	10	1	102

	1981–82	1990–91	1991–92	Rank	2-year gain	10-year gain
New Mexico	184,553	335,468	349,378	34	18	89
New York	1,855,429	3,090,116	2,760,719	3	–13	49
North Carolina ...	758,466	1,484,279	1,445,790	9	–1	91
North Dakota	104,638	129,757	145,535	43	12	39
Ohio	707,538	1,472,920	1,460,068	8	2	106
Oklahoma	325,553	499,621	542,277	27	20	67
Oregon	252,602	420,047	461,155	30	16	83
Pennsylvania	825,546	1,395,732	1,483,233	7	8	80
Rhode Island	84,154	127,075	116,128	48	–17	38
South Carolina ...	360,902	638,296	634,226	21	4	76
South Dakota	58,545	90,618	97,273	47	13	66
Tennessee	366,483	711,978	692,402	18	–2	89
Texas	1,905,007	2,579,342	2,821,806	2	8	48
Utah	173,772	305,233	319,561	37	9	84
Vermont	33,876	56,810	55,742	50	9	84
Virginia	543,961	1,068,485	1,030,112	11	–5	89
Washington	497,821	857,135	898,184	14	13	80
West Virginia	192,307	275,672	277,921	38	10	45
Wisconsin	532,002	843,543	863,337	16	9	62
Wyoming	82,644	124,902	124,902	45	8	51
TOTALS	$22,982,123	$40,138,905	$40,066,823		3%	74%

SOURCE: Hines, Edward R., *Appropriations of State Tax Funds for Operating Expenses of Higher Education 1991-1992* (Washington, D.C.: National Association of State Universities and Land-Grant Colleges, 1992).

Federal Higher Education Appropriations Remain Weak

Most federal higher education programs received only nominal increases in funding for the 1992 federal fiscal year. The small increases in Pell Grant funding and other programs did not, in most cases, keep pace with inflation and greater need levels.

Appropriations to higher education programs administered by the U.S. Department of Education: Fiscal Years 1991and 1992

	Fiscal 1991 budget	Fiscal 1992 budget
Student assistance		
Pell Grants	$5,370,185,000	$5,460,000,000
Supplemental Grants	520,155,000	577,000,000
College Work-Study	594,689,000	615,000,000
Income-contingent loans	4,880,000	4,880,000
State Student Incentive Grants	63,531,000	72,000,000
Perkins Loans	156,144,000	156,000,000
Stafford Student Loans	5,381,422,000	4,220,459,000
Paul Douglas Teacher Scholarships	14,639,000	15,000,000
Graduate support	59,409,000	72,395,000
Institutional assistance		
Cooperative education	13,175 000	14,000,000
Developing institutions		
Aid for historically Black colleges	99,542,000	100,000,000
Endowment Challenge Grants	17,462,000	7,500,000
Institutional support	87,831,000	87,831,000
Facilities		
College-housing and academic-facilities loans and construction insurance	37,726,000	3,598,000
Interest-subsidy grants	20,396,000	19,412,000
International education	45,867,000	53,000,000
Law School Clinical Experience	5,855,000	8,000,000
Veterans' Education Outreach	2,733,000	2,700,000
Bilingual education	38,954,000	39,000,000
Library resources	10,735,000	12,584,000
Aid to disadvantaged		
College-aid migrant programs	1,952,000	2,265,000
Legal Training for the Disadvantaged	2,928,000	3,045,000
Minority Institutions Science Improvement	5,855,000	6,000,000
Programs for disadvantaged students	333,758,000	385,249,000
Education research and statistics	119,454,000	118,313,000
Education for the handicapped	192,577,000	217,488,000
Miscellaneous		
Adult education	238,828,000	284,760,000
Drug-abuse education, prevention for college students	19,100,000	19,500,000
Fund for the Improvement of Postsecondary Education	14,639,000	15,000,000
Office for Civil Rights	49,185,000	55,000,000
Teacher training	230,181,000	249,634,000
Vocational education grants	856,503,000	950,000,000
Women's educational equity	2,000,000	500,000
School, College, and University Partnerships	3,904,000	4,000,000

BEST COPY AVAILABLE

Campus Trends: 1992 Highlights

The following overview is based on a 1992 survey of 411 colleges and universities. Responses represented 81 percent of a sample of 510 colleges and universities.

Serious and Widespread Funding Problems

- The majority of colleges and universities in the public sector have had to deal with mid-year budget cuts, adjusting budgets downward after the operating year was underway.
- Almost half of all public institutions had operating budgets for 1991-92 that were the same as, or lower than, their budgets the previous year. Taking inflation into account, two-thirds of public institutions lost ground in the last year.
- Administrators at only 22 percent of four-year public institutions rated their institution's financial condition as "excellent" or "very good." At two-year public institutions, only 33 percent gave their institutions these ratings.
- The most frequently cited effects of recent budget cuts on public institutions include: increased tuition and fees charged to students; increased class size and fewer sections of courses; a freeze on hiring for regular faculty positions; postponing the introduction of new programs; and reduced spending on buildings, equipment, library acquisitions, and administrative salaries.
- Administrators at public institutions also cited the following potential long-term effects of recent budget cuts: outdated labs and equipment; higher levels of deferred maintenance; increased reliance on tuition revenues; and, among four-year institutions, a lessened capacity for faculty research.
- In the independent sector, colleges and universities are facing different but still severe financial problems. Administrators at these institutions are confronting a decade-long financing squeeze, in which they try to keep their institutions affordable to a

wide range of students while also undertaking program improvements.

- One-third of independent sector, colleges, and universities had to make budget cuts sometime during 1991-92, and a similar number expect that budget cuts will be necessary next year.
- Most of these institutions continue to increase their funds for student aid each year, despite the significant financial commitment this represents.
- At least half of independent institutions reported that recent financial pressures have led to: greater operating efficiency; resource reallocation; increased tuition and fees; and reduced spending on buildings and equipment.
- When asked about the potential long-term consequences of their current financial problems, administrators at independent institutions most often cited two prospects: that still more institutional funds will be directed to student financial aid, and that more of their programs will need to be revenue-generating.

Continued Growth in Enrollment

- Community colleges are experiencing the greatest growth; 9 out of 10 increased their enrollment over the last five years and expect continuing growth in the next five years.
- Part-time enrollment and enrollment of students who are age 25 and older continue to grow at most institutions.
- Graduate enrollments are growing for the majority of four-year institutions, especially at the master's level.
- Notable, too, is possible evidence that the decline in traditional-age students is turning around: this year, 53 percent of institutions reported and increase in first-time freshmen; only 42 percent had an increase last year. At independent institutions, 40 percent increased their first-time freshman enrollment, compared to 23 percent the previous year.

New Concerns About Affordability

- Six in ten institutions reported that an increased number of students require full financial support.
- Over half of all institutions reported that an increased number of students are taking longer to complete their degree requirements because of finances.
- About half of all institutions reported that more students are attending college part-time for financial reasons.

New Program Initiatives

- Methods of assessing student learning are being developed at 91 percent of colleges and universities; 57 percent have made program or curriculum changes because of assessment results.
- Most large universities have taken steps to strengthen undergraduate instruction and to consider expanded definitions of faculty scholarship.
- Linkages with foreign universities have grown, as have campus efforts to develop greater global awareness in course offerings and campus activities.
- New requirements in general education have been put in place, most often including coverage of multicultural subjects.

Varied Mechanisms for Reviewing Program Quality

- Almost all colleges and universities (93 percent) have academic programs reviewed by specialized accrediting bodies; at public universities, an average of 12 academic programs undergo such review.
- Eight in ten institutions conduct regular program reviews, in which academic programs undergo scrutiny, often on a rotating five-year basis.
- Two-thirds of public institutions have state-mandated assessment procedures in place.

SOURCE: Elaine El-Khawas, *Campus Trends, 1992*, Division of Policy Analysis and Research, American Council on Education.

A Higher Education Chronology, 1991-92

1991

September: Three institutions—San Francisco College, the University of Tennessee, and Canisius College—report larger classes because of state budget cuts.... A researcher at Salk Institute for Biological Sciences claims to find a biological basis for homosexuality and prompts debate over link between brain and behavior.... The editor of *The American Scholar*—the official journal of Phi Beta Kappa—is accused of bigotry and rude remarks against American academic feminists.... The limits of academic freedom and tenure come into question as the Black Studies Department chairman at the City College of the City University of New York is accused of anti-Semitic remarks.... The breakup of the Women's Studies Association prompts the creation of a new women of color international association.... The University of Oregon pays the Software Publishers Association of America $130,000 to settle lawsuit for illegally copying computer programs.... A National Conference on Computing and Values addresses ethical issues for colleges and universities.... Average scores on SAT verbal and math scores decline to all-time low.... First Amendment rights cited by judge in overturning George Mason University's suspension of fraternity for holding an "ugly woman contest" where one member appeared in a blackface.... Scientists draft a list of priorities for research at the National Institute of Health on women's health.... Scholars combat claims against them by conservatives and form "Teachers for a Democratic Culture".... University of Maine installs 210 desktop computers in dormitory rooms in hopes of encouraging students to live in dormitory for longer periods of time.... Former vice-chancellor for academic affairs for the City University of New York system, Carolynn Reid-Wallace, is selected as the Assistant Secretary of Education for postsecondary education.... University of Hawaii basketball star, Ray Reed, is kicked off the team and his athletic scholarship taken away after his conviction for beating a woman.... The Carnegie Foundation for the Advancement of Teaching announces that its 1990 report, *Scholarship Reconsidered: Priorities of the Professoriate,* has outsold all its other publications.... Five ousted professors at Case Western Reserve University settle suit against the university.... National Labor Relations Board backs faculty critics dismissed by Wesley College in Delaware.... University of California at Davis pays $75,000 in damages to faculty member who claims that the university attempted to fire him because of his support of animal rights.... Education Secretary Lamar Alexander is criticized for not paying enough attention to the reauthorization of the Higher Education Act.

October: Gallop Poll finds that more Americans recognize college as a key to a better life, but most Americans also believe college to be out of reach financially.... Critics charge that the ability to attract more students to colleges and universities is hampered by the rankings of colleges by magazines like *Money*, *U.S. News & World Report*, *Kiplinger's Personal Finance Magazine*, and *The National Review College Guide: America's 50 Top Liberal-Arts Schools*.... Britain's campuses anticipate an onslaught of students—20 percent increase—between now and 1994.... University of Wisconsin's hate-speech code is voided by a federal judge, who cites violation of First Amendment rights.... Anita Hill-Clarence Thomas controversy prompts dual reaction: encouragement for those who have been sexually harassed and discouragement for those watching the tactics used to discredit Hill.... College Board report indicates sharp increase in public-college tuition and drop in increases at private institutions.... Graduate and teaching assistants in the State University of New York system receive bargaining rights, according to a ruling by New York State's Public Employment Relations Board.... South Africa's first Black vice-chancellor is inaugurated at the University College of Fort Hare.... Bloomsburg University of Pennsylvania has violated its faculty-union contract by saddling professors with overloaded classes and not offering them extra pay, an arbitrator rules.... A professor at the University of Texas, who was replaced as head of the English department's honors program a day after he criticized a proposed multiculturalism requirement, contends that the firing was politically motivated.... The number of foreign students enrolled in U.S. institutions of higher education reaches all-time high.... With no prospects of employment, recent graduates look to advanced degrees for competitive edge.... Debate over different versions of the legislation for reauthorization of the Higher Education Act heats up.... Besides asking for more money, state higher education officials are forced to suggest how to reduce the cost of operating their institutions and how to generate more revenue to support them.... Proposed direct federal loans for students provoke heated debate and threat of veto.... In response to the U.S. Justice Department's ongoing investigation of antitrust violations, the Overlap Group—a consortium of 32 colleges—issues guidelines for university officials on the limits of discussion of student aid and related issues when talking with the U.S. Justice Department.

November: Illinois State University study documents that, for the first time in 33 years, state governments have appropriated less money for higher education this year than last.... To counter the argument that the teaching of literature is dominated by "politically correct" faculty, the Modern Language Association releases findings of a study that English professors still rely heavily on traditional texts.... A Senate committee sidesteps a decision on plan to eliminate banks from federal government's student loan programs.... Women begin to feel the brunt of staffing cutbacks on many campuses.... University of Washington faculty veto required courses on pluralism.... Berkeley elevates women's studies to departmental status.... Black colleges supporters oppose Senate plan to create set-aside for institutions enrolling large numbers of Hispanic students.... Public colleges feel the squeeze of the recession and are forced to turn away thousands of students.... Recession forces tradeoffs between student access and academic quality predict academic leaders.... Chicano scholar, Rodolfo Acuna, charges University of California with ethnic bias in denial of tenure position.... Education Secretary proposes an end to the policy of requiring colleges wishing to participate in federal student-aid programs to be accredited by regional agencies.... Feeling the brunt of the recession, endowments at the nation's colleges and universities earned lower returns for the second consecutive year, according to preliminary results of a study for the National Association of College and University Business Officers.... U.S. academic Thomas M. Sutherland is released after being held hostage in Beirut for six and a half years.

December: As budget cuts take a slice out of academic programs at colleges and universities across the country, many students are forced to delay their graduation plans or change their majors because they can't get the classes they need. Others are pleading with professors to let them into classes that already are overcrowded.... Education Department officials charge that the "diversity" policies of the Middle States Association of Colleges and Schools encourage colleges to use illegal quotas and that the policies have created problems at more campuses than Middle States has acknowledged.... Education Secretary Lamar Alexander proposes regulations that generally would bar colleges from setting up scholarships reserved for members of specific ethnic or racial groups.... State governors and legislators join the call for higher standards and better training for people who are appointed to the governing boards of public colleges.... University libraries, strapped by shrinking budgets, are being forced to cancel subscriptions to thousands of journals—some of which were once considered essential to academic research.... Columbia University's President Michael Sovern announces that the university could face a deficit of as much as $87-million by academic 1993-94.... The new president of the University of Rhode Island cancels his inauguration ceremony, saying it's inappropriate to spend money on the event when the university faces a possible $3-million budget cut.... The San Carlos Apache tribe, some University of Arizona faculty members, and the university's Office of Indian Programs ask administrators to rename the "Columbus Telescope" and stop construction on an Apache religious site....

1992

January: Two Florida universities—Florida A&A and Florida State University—open their doors to secondary teacher-education students and shut doors to elementary and early-childhood teachers in an effort to correct an imbalance in the state's supply of teachers.... Miami University of Ohio communications students create an interactive videodisk about campus racial incident to help increase awareness of stereotypes on their predominently white campus.... U.S. judge finds Alabama's public higher education system to be illegally segregated and orders steps to end segregation.... U.S. Department of Education report that the fall 1991 enrollments have risen by 3.2 percent, topping 14 million for the first time.... Black college presidents plan a summit to set a new agenda for Black colleges.... National Collegiate Athletic Association votes higher academic standards for college athletes.... For the first time in history, the National Institutes of Health is developing a strategic plan to determine long-term priorities for its research programs.... Maine State officials announce salary cuts for more than 150 of the highest paid University of Maine administrators in order to reduce a shortfall of more than $100 million in the state budget.... The U.S. Department of Education revises its enrollment projections upward—13 percent beginning in 1996, to 16 million by 2002.... Many of the nonprofit colleges and technical schools that would be affected by the Education Department's announced plan to end the flow of student loans to institutions with high default rates claim they have evidence that the department is using faulty figures.... U.S. Department of Education study shows minority-group enrollment at colleges rose 10 percent from 1988 to 1990.... Recession and soaring costs of employee benefits prompt many colleges to reexamine and tighten their benefits packages.... Multiculturalism continues as a debated topic over whose history of America should prevail.... New federal regulation calls for improvements in computer access for the handicapped.... Justice Department notifies 19 colleges that they are no longer under investigation for possible violations of federal antitrust laws.... The number of Black head coaches among the 105 big-time college football programs drops to zero, from three before the fall football season began.

February: Thanks to efforts by Wisconsin state's NEA affiliate, the Wisconsin Education Association Council, the University of Wisconsin is ordered to pay individual retroactive salary payments to hundreds of academic staff employees who have been illegally underpaid for the past five years.... The University of Oklahoma Press announces that it plans to publish a series of books on American Indians that focus on contemporary Indian issues and lives.... Internal Revenue Service probe of Harvard University raises fears of tougher tax laws for students and the colleges they attend.... University of Chicago celebrates its 100th anniversary.... Harvard University reports a $42-million deficit for the first time since 1974.... About 300 graduate students at Yale University hold a two-hour sit in to protest reduced library hours forced by budget cuts.... The Teachers Insurance and Annuity Association and the College Retirement Equities Fund announce that, beginning in 1993, the "Hesburgh Award" will be given to a higher education institution that has been judged to have an effective faculty-development program for improving undergraduate teaching.... The president of the City College of the City University of New York announces plans to replace controversial chair of the Black Studies Department when his term expires in June.... University of California at Davis sends recruiting material to potential students on floppy disks.... The role of accrediting agencies is questioned over issues of diversity, student-loan defaults, and accountability.... Black colleges question why the head of the office that coordinates Bush Administration assistance to historically Black colleges was abruptly fired.

March: NEA state affiliate, the Texas Faculty Association wins right to due process hearings for 10 tenured faculty at the University of Texas at Dallas after the 10 lost their jobs because of program eliminations at the university.... Nineteen higher-education groups—including the NEA—join forces to oppose the Education Department's proposed ruling that would bar colleges from reserving some scholarships for members of specific ethnic or racial groups.... College Board survey indicates that public colleges are in for more double-digit tuition growth while the upward trend in private institutions slows.... Syracuse University takes the lead in attempting to balance rewards for faculty teaching and research.... The campaign to make the Pell Grant program an entitlement ends in defeat in Congress. Entitlement status would have helped Pell Grant program serve more students.... Palestinian universities face financial crisis and unprepared students.... According to a study on sex equity by the National Collegiate Athletic Association, men get 70 percent of the money available for athletic scholarships at colleges that play big-time sports.... Study released by the Population Reference Bureau finds that poverty in rural America sometimes exceeds poverty in the inner city.... In attempts to cut state spending, governors and legislators attack state contributions to pension systems. College employees fight back.... The U.S. Senate approves legislation that would reauthorize the Higher Education Act for seven years.... Of the 111 responses to Education Secretary Lamar Alexander's proposed rules to bar most minority scholarships, only 14 endorsed it.... According to the Association of American University Presses, as many as 20 university presses may see cuts in their subsidies this year.... University of Minnesota officials say they will not recognize a White Student Union that was established to promote "white culture" on campus.... Colleges throughout the nation report increases in student applications for fall 1992—even though fewer students graduate from high school.... Hartwick College decides to change its official seal, saying it is inaccurate and demeaning to American Indians.... Supreme Court ruling in *Franklin v. Gwinnett County Public Schools* says that victims of intentional sexual bias can sue colleges for punitive damages under Title IX....

April: Collective bargaining bill passes in New Mexico.... NEA hosts the International Conference of University Teachers' Organisation in Washington, DC—34 international conferees attend and represent 14 countries.... Education Department rules that students have the right to know—and see—what college admissions officers have said about them.... The City University of New York replaces controversial chair, Leonard Jeffries, Jr., with emeritus professor from Yale University.... After delaying the renewal of federal recognition for the Middle States Association of Colleges and Schools because of the controversial "diversity standards," the Education Department recognizes the association—but only after Middle States made the standards optional.... U.S. House of Representatives approves bill to reauthorize the Higher Education Act but Bush threatens veto.... The Center for Multicultural Education at University of Michigan may be forced to close because of backlash against progressive groups and subsequent lack of money.... The International Conference of University Teachers' Organizations meets in Washington, DC to compare the role and status of higher education—worldwide.... The National Collegiate Athletic Association agrees to support federal legislation that will require colleges to reveal athletics costs.... Plans to lay off 25 employees of the United Negro College Fund, officials say, are based on the need to get additional monies for students.... Group of 19 research university librarians call on libraries to act—not just react—to rising costs of library materials.... Claims of American Indian heritage become issues for institutions of higher education that are seeking diverse faculty and staff.... James Fairweather, senior research associate at the Center for the Study of Higher Education at Pennsylvania State University, announces preliminary findings that the more faculty teach, the less money they make.... Sixteen college presidents hold a press conference in Washington, D.C. to reinforce the importance of the fiscal crisis in higher education.... Consortium of 45 American colleges sign accords on exchanges with four former Soviet republics.... A National Academy of Sciences panel proposes the creation of an advisory board to help university administrators develop guidelines on research integrity and scientific fraud investigations.... A report by the American Council of Learned Societies finds that independent college-based centers are becoming increasingly important in awarding annual humanities monies.... A study by the American Association of University Professors finds that faculty salaries rose only 3.5 percent in the last year—the smallest increase in 20 years.... The Union of Democratic Intellectuals joins the Teachers for a Democratic Culture to combat continuing attacks from conservative scholars.... Education Secretary Lamar Alexander vows that the accreditation process for colleges and universities will become easier.... President Bush proposes a new education program that would allow all Americans to borrow as much as $25,000 toward higher education or job training.

May: Thanks to the efforts of NEA state affiliate, the Maine Teachers Association, employees of the University of Maine's broadcasting section will hold on to their jobs for at least another year.... Community colleges are increasingly being seen as the cheaper, more accessible route to a bachelor's degree.... Los Angeles riot causes four California State University campuses, the University of Southern California, and all nine campuses of Los Angeles Community College District to close.... The National Council for Accreditation of Teacher Education receives scrutiny over its process and standards.... A study by the National Research Council finds that foreign students received 38 percent of science and engineering doctorates awarded by American universities in 1991.... Harvard University experiences extremely volatile spring semester as students protest diversity and free speech.... Graduation rates of football players have increased, according to a study of 1986 data by the College Football Association.... National Research Council study finds that the number of Black students receiving doctorates edges up, but the number of American Indians earning doctorates increases 33.3 percent over one year.... College officials urge Congress to adopt compromise formula for Pell Grants that will assist both middle- and lower-income students.... Spelman College receives private gift of stock valued at $37-million.... The biweekly publication, *Black Issues in Higher Education*, reports on the institutions of higher education who have done the best job graduating minority students.... Study by the Council for Aid to Education finds that private gifts to colleges and universities have increased by only 4 percent—the second smallest increase in 10 years.... The Internal Revenue Service announces closer scrutiny of academe through a new audit method.... Seven Israel universities shut down after a faculty strike over the government's failure to agree to negotiate a pay increase.

June: NEA state affiliate, the Texas Faculty Association scores major victory that safeguards the integrity of faculty senates in Texas higher education.... NEA joins the American Association of University Professors, the American Council on Education, and the American Federation of Teachers in holding a "Forum on the Fiscal

Crisis in Higher Education".... Death threats issued against a female administrator at University of Minnesota at Duluth are aimed at her attempts to improve the climate for women on her campus.... In its annual summary of union activities, the National Center for the Study of Collective Bargaining in Higher Education and the Professions found that most faculty unions spent more time improving services to their existing members than in organizing new members.... Aims Community College in Colorado returns $10,000 in scholarship money because scholarship recipients were limited to white women.... Elsevier Science Publishers begin to experiment with electronic transmission of journals over Internet, a network of computer networks.... The American Civil Liberties Union asks 250 college presidents to join its campaign to end the military's policy of denying homosexuals admission into Reserve Officers' Training Corps leadership courses.... Princeton University all-male eating clubs reluctantly follow a state ruling to admit women.... Education Secretary Lamar Alexander delays issuing final guidelines on minority scholarships in order to accommodate a study of the issue by the General Accounting Office.... The U.S. Public Health Service announces plans for trial-like hearings for those accused of research fraud.... In order to save nearly $6 million, the University of Maryland Board of Regents votes to eliminate one college and seven academic programs at UM's flagship campus in College Park.... The University of Wisconsin ends women-only transportation service and initiates a Campus SAFE ride for all students.... Private colleges unveil tuition discounts and loans to woo middle-income students.... Australian Vice Chancellors' Committee survey finds that 50,000 Australians who applied to college were denied spots this year—a 70 percent increase over the number of students turned away in 1991.... The U.S. Supreme Court rules against hate speech codes in institutions of higher education, stating it is unconstitutional for public entities to ban specific kinds of words that inflict injury or incite immediate violence without banning all such speech.

July: President Bush and the U.S. Congress agree on a bill to reauthorize the Higher Education Act.... Arkansas Governor Bill Clinton conducts an "education town meeting" with the over 8,600 delegates to the annual NEA Representative Assembly in Washington, D.C. Clinton describes his proposal to make student loans available to all families, no matter what their income, with payback either through community service or as a percentage of future income.... NEA holds annual higher education governance seminar to address the controversial concepts of multiculturalism, academic and workplace sexual harassment, and the "political correctness" debate.... For the first time, the U.S. Supreme Court specifies high standards for how states must demonstrate that they have removed the vestiges of past segregation in institutions of higher education.... Colleges and universities move to recruit military personnel as students while states see the opportunity for recruiting potential high school teachers.... National Collegiate Athletic Association study finds that Black athletes graduate at a higher rate than do nonathlete Blacks.... Society for Teaching and Learning in Higher Education focuses on improving teaching in Canadian universities.... Public Black colleges worry that the U.S. Supreme Court ruling on desegregation may assist in attempts already underway—proposals for mergers between Black and predominantly white institutions of higher education—to phase out Black colleges.... The U.S. Senate confirms eight nominees to the National Council on the Humanities, the advisory board to the National Endowment for the Humanities. The Teachers for a Democratic Culture opposed the nominations, arguing that the Administration was trying to pack the board with conservatives.... Some California state employees—including higher education faculty—receive IOUs rather than paychecks....

Higher Education Legislation, 1991-92

NEA continues to be a key player in lobbying for higher education. Over the past year, most of NEA's legislative work has focused on the reauthorization of the Higher Education Act.

On the reauthorization and many other issues, NEA and the Bush Administration were frequently on opposite sides. At the 1992 NEA Representative Assembly in Washington, DC, over 88 percent of the 8,600 elected delegates voted to endorse Governor Bill Clinton for President of the United States. Clinton's election, many delegates noted, will help end the political gridlock in Washington.

Briefly highlighted below are specific congressional actions of interest to NEA members in higher education.

Education Funding: Three developments this past year on education funding are important to NEA members. On January 29, 1992, President Bush announced a $1.5 trillion Fiscal Year 1993 budget proposal that recommended $32.3 billion in spending for programs administered by the U.S. Department of Education. The Bush Administration education budget, if enacted, would have cut existing programs by more than $2.5 billion, after accounting for inflation, and diverted three-fourths of the resources for federal elementary and secondary education into private and parochial schools. If the Administration's recommendations had been accepted, 200,000 fewer students would be served in Chapter 1 compensatory education for disadvantaged students and some 700,000 fewer postsecondary students would receive grants.

The White House also called for provisions that would reduce the state funding available for education by forcing state and local governments to pay $1.5 billion each year for mandatory Medicare coverage of all state and local employees and consolidating $2.5 billion in education programs with environmental, health care, and justice programs into one state block grant.

NEA has helped lead the coalition opposing the President's proposed cuts.

On March 31, the House defeated NEA-backed legislation that would have allowed Congress to shift savings from defense to domestic programs. The vote on this bill—an NEA priority for the 102nd Congress—was 187 to 238. As a result, despite the end of the Cold War, Congress cannot now shift defense savings into needed domestic social programs. Under the terms of the 1990 budget agreement between the White House and Congress, spending for all domestic programs will have to be cut by almost $7 billion below the level needed to maintain current services. Education will be pitted against other important priorities, such as health care, nutrition, and housing.

NEA is continuing to work for a reordering of national priorities that puts education and other domestic needs at the top of America's agenda.

A second issue relating to the education budget is the huge Pell grant short fall. The Bush Administration recently announced that it underestimated the cost of the Pell grant program—by approximately $1.44 billion—for fiscal years 1991 and 1992. In his 1993 budget, presented to Congress in January, Bush included $332 million for estimated Pell grant shortfalls. The figures announced recently indicate additional shortfalls of $521 million for FY 1991 and $610 million for FY 1992.

What does the shortfall mean? Secretary of Education Lamar Alexander has told a Senate subcommittee that the government should make up for the shortfall by limiting the size of grants next year to the current maximum of $2,400.

Given the dreary state of our economy—a deep and severe recession—and the increasing financial needs of poor and middle-income families who find themselves unable to meet the rising costs, Pell grants should be on the increase, not decreasing.

On the Senate floor in September, NEA suggested an effort to transfer $4.1 billion from defense procurement to Pell and education and health programs. This effort also failed — 36-62. Unfortunately, due to the inability to transfer funds from the defense budget, the FY93 Pell grant appropriations will actually reduce the maximum award by $100.

The third issue of relevance to the federal education budget is the proposal to have a constitutional amendment for a balanced budget. Congress is expected to consider a resolution on a proposed amendment to the U.S. Constitution to require a balanced budget.

A federal budget amendment would result in deep cuts in education spending and also force cuts in the full range of federal aid to state and local government and individuals. The amendment would shift the burden of paying for vital services to state and local governments, which are already suffering from intense economic pressures. The rapid reduction of services that would result from a balanced budget amendment would likely devastate the already fragile American economy, throwing millions out of work.

Civil Rights: As reported in the *NEA 1992 Almanac of Higher Education*, President Bush signed the Civil Rights Act of 1991 (Public Law 102-166). The good news is that women and the disabled who have their civil rights violated have—for the first time—the right to sue for damages. The bad news is that the bill places a stationary cap on the amount of money that women, the disabled, and certain other minorities may be awarded.

Racial minorities are not impacted because of an old civil war statute that provides the right to damages without any stationary limits for these groups. The Civil Rights Act of 1991 does not provide the same protection for women, the disabled, and religious minorities. Essentially, damages may only be awarded by employers up to $300,000.

NEA supports the Equal Remedies Act, which would remove the cap and allow women, the disabled, and religious minorities to be awarded whatever the court believes to be appropriate—without any statutory limit. The Equal Remedies Act covers both compensatory and punitive damages. Unfortunately, this bill failed to receive either House or Senate consideration and will have to be acted on the next Congress. Governor Clinton supports this bill.

Family and Medical Leave: For the past seven years, NEA has played a leading role in the campaign to protect working Americans from losing their jobs in the event of absence from work necessitated by a family emergency.

The Family and Medical Leave Act (H.R. 2 and S. 5) was passed by both the House and Senate in 1992. President Bush vetoed this bill (his second veto of the Family and Medical Leave legislation). While the Senate overrode the veto (68-31), the House vote fell short of the necessary two-thirds.

The Family and Medical Leave Act would have allowed an employee to take up to 12 weeks of unpaid leave upon the birth or adoption of a child or the serious illness of a child, spouse, or parent, or the employee's own illness. The Act would also have assured that employees have the right to the same or an equivalent position when they return to work, as well as the continuation of health benefits while on leave.

Again, this bill will return next Congress. Governor Clinton has promised to sign the Family and Medical Leave Act into law.

Higher Education Act: The reauthorization of the Higher Education Act has been approved by Congress and signed by President Bush. The Senate adopted the final version of the legislation June 30 by voice vote, and, by a vote of 419-7, the House of Representatives passed the same legislation July 8, 1992.

The NEA-supported Higher Education Reauthorization (P.L. 102-325) strengthens America's colleges and universities, expands access to postsecondary education by increasing student aid, and enhances programs designed to recruit and educate teachers. The reauthorization also establishes a demonstration project in which the government would provide loans to students through their schools and not banks.

The Bush Administration had threatened to veto the reauthorization because of this demonstration project provision. To avoid battle with the Administration, and at the urging of Republicans, the provision was revised to set narrow limits on the testing of direct student loans.

Based on this change, the Bush Administration agreed to support the bill. The irony: the final version is almost exactly the same as the original House-passed bill, which Secretary Alexander also said was unacceptable and warned would be vetoed.

Campaign Finance Reform: House and Senate conferees in April reached agreement on campaign finance reform. The measure passed by Congress established a system of separate voluntary flexible spending limits for the House and Senate. The measure also limited contributions by political action committees (PACs). The White House has vetoed this legislation.

NEA supports meaningful campaign finance reform that would address public concerns about undue influence by special interests, including wealthy individuals. NEA opposes any legislation that would enhance the influence of wealthy individuals at the expense of the political action committees of membership-based organizations.

Supreme Court Decisions: 1991-92 Term

Below is a list of 1991-92 term United States Supreme Court decisions relevant to higher education.

Case	Vote	Ruling
Rufo *v.* Inmates of Suffolk County Jail (60 USLW 4100)	6–2	A 50-year-old standard for modifying consent decrees in antitrust cases does not apply to a consent decree between a city and civil rights groups. The ruling may allow schools and colleges to more easily modify desegregation agreements (ED, Jan. 16).
Franklin *v.* Gwinnett County Public Schools (60 USLW 4167)	9–0	Victims of intentional sex discrimination, including rape and on-the-job harassment, may collect compensatory and punitive damages under Title IX of the 1972 Education Amendments, which bars gender bias in federally funded programs (ED, Feb. 27).
Collins *v.* Harker Heights (60 USLW 4182)	9–0	Public entities, including schools and colleges, generally are not obligated under the Constitution to protect employees or students from dangerous situations. The Court clarified that an 1871 civil rights law protects citizens only from officials' actions that deprive them of constitutionally protected rights (ED, Feb. 27).
Freeman *v.* Pitts (60 USLW 4286)	8–0	Courts may incrementally release school districts from desegregation orders in six areas: student assignments, faculty, staff, transportation, extracurricular activities and facilities. In addition, officials are not responsible for resegregation that is the result of demographic changes that are not linked to the previously dual system (ED, April 1).
Lee *v.* Weisman (60 USLW 4723)	5–4	Religious invocations or benedictions at public high school graduation ceremonies violate the First Amendment's ban on government establishment of religion. The Court declined to rewrite a 20-year-old church-state separation test that underpins the nationwide ban on classroom prayer and forbids certain state schemes for channeling public money to parochial schools (ED, June 25).

Case	Vote	Ruling
U.S. *v.* Fordice (60 USLW 4769)	9–0	**Mississippi must do more to desegregate its higher education system. The Court said states with formerly dual college systems must examine several areas to ensure they are not perpetuating segregation: admissions practices, duplication of classes and state-assigned missions. The justices also questioned the need for Mississippi to continue running eight state schools, including three formerly all-black institutions (ED, June 29).**
R.A.V. *v.* St. Paul (60 USLW 4667)	9–0	**The justices called into question public universities' hate speech codes when it stuck down the Minnesota city's ban on offensive symbols and graffiti that aroused anger in citizens based on color, race, gender, or religion. Governmental entities may not single out for protection certain groups, even when regulating speech that is not constitutionally protected, such as "fighting words" (ED, June 23).**
Nordlinger *v.* Hahn (60 USLW 4563)	8–1	**The justices upheld a section of Proposition 13, California's property tax amendment, that bases housing appraisals for property tax purposes on current market value, but only for new purchases or new construction. If the Court had nixed the provision, California officials feared state money for schools would be threatened (ED, June 19).**

Higher Education Books: A Selected Bibliography

This bibliography includes recent titles of particular note. Following the main entries is a list of ASHE-ERIC research reports published by the Association for the Study of Higher Education (ASHE) and the Educational Resources Information Center (ERIC).

Books

Aaron, J. and Walby, S. (Eds.). (1992). *Out of the margins: Women's studies in the nineties*. Bristol: Falmer Press.

Amherst College Faculty. (1992). *Teaching what we do: Essays by Amherst College faculty*. Amherst: Amherst College Press.

Anderson, R.E. (Ed.) (1992). *Productivity & higher education: Improving the effectiveness of faculty, facilities, and financial resources*. Princeton: Peterson's Guides.

Ansell, E.O. (Ed.). (1991). *Intellectual property in academe: A legal compendium*. Washington: National Association of College and University Attorneys.

Ashmore, R.B. and Starr, W.C. (Eds.). (1991). *Ethics across the curriculum: The Marquette experience*. Milwaukee: Marquette University Press.

Baer, M.A., Jewell, M.E., and Sigelman, L. (Eds.). (1991). *Political science in America: Oral histories of a discipline*. Lexington: University Press of Kentucky.

Baker, B. and Litzinger, M.E. (1992). *The evolving educational mission of the library*. Chicago: Association of College and Research Libraries.

Barzansky, B. and Gevitz, N. (Eds.) (1992). *Beyond Flexner: Medical education in the twentieth century*. Westport: Greenwood Press.

Benjaminson, P. (1992). *Publishing without perishing: A practical handbook for academic authors.* Washington: NEA Professional Library, National Education Association.

Berdahl, R.O., Moodie, G.C. and Spitzberg Jr., I.J. (1992). *Quality and access in higher education: comparing Britain and the United States.* Bristol: Open University Press.

Bines, H. and Watson, D. (1992). *Developing professional education.* Bristol: Society for Research into Higher Education/Open University Press.

Boller, P.F. Jr. (1992). *Memoirs of an obscure professor.* College Station: Texas Christian University Press.

Border, L.L.B. and Van Note Chism, N. (1992). *Teaching for diversity.* (New Directions for Teaching and Learning No. 49). San Francisco: Jossey-Bass Publishers.

Bowen, W.G. and Rudenstine, N.L. (1992). *In pursuit of the Ph.D.* Lawrenceville: Princeton University Press.

Brockett, R.G. (Ed.). (1991). *Professional development for educators of adults (New Directions for Adult and Continuing Education No. 51).* San Francisco: Jossey-Bass Publishers.

Brodie Welch, L. (Ed.). (1992). *Perspectives on faculty roles in nursing education.* Westport: Praeger Publishers.

Burke, D.L. (1992). *Physicians in the academic marketplace.* Westport: Greenwood Press.

Burling, P. and Matthews, K.A. (1992). *Responding to whistleblowers: An analysis of whistleblower protection acts and their consequences.* Washington: National Association of College and University Attorneys.

Butler, J.E. and Walter, J.C. (Eds.). (1991). *Transforming the curriculum: Ethnic studies and women's studies.* Albany: State University of New York Press.

Cameron, D.M. (1992) *More than an academic question: Universities, government, and public policy in Canada.* Halifax, Nova Scotia: Institute for Research on Public Policy.

Chickering, A.W. and Gamson, Z.F. (Eds.). (1991). *Applying the seven principles for good practice in undergraduate education (New Directions for Teaching and Learning No. 47).* San Francisco: Jossey-Bass Publishers.

Christy, R.D. and Williamson, L. (1992) *A century of service: Land-grant colleges and universities, 1890-1990.* New Brunswick: Transaction Publishers.

Clotfelter, C.T. and others (1992). *Economic challenges in higher education.* Chicago: University of Chicago Press.

Collins, M.J. and Ambrosio, F.J. (Eds.). (1992). *Text and teaching: The search for human excellence.* Washington: Georgetown University Press.

Confessore, G.J. and Long, H.B. (1992). *Abstracts of literature in self-directed learning, 1983-1991.* Norman: Oklahoma Research Center for Continuing Professional and Higher Education, University of Oklahoma.

Craft, A. (1992). *Quality assurance in higher education: Proceedings of an international conference.* Bristol: Falmer Press.

Crowley, W. (1992). *Seattle university: A century of Jesuit education.* Seattle: Seattle University.

Dalton, J.C. (Ed.). (1992). *Racism on campus: Confronting racial bias through peer interventions (New Directions for Student Services No. 56).* San Francisco: Jossey-Bass Publishers.

Deavor, J. (1992). *The complete law school companion: How to excel at America's most demanding post-graduate curriculum.* 2nd ed. Somerset: John Wiley & Sons.

Durst, M. and Schaeffer, E.M. (1992). *A cultural analysis of student life at a liberal arts college.* Lewiston: Edwin Mellen Press.

Dzuback, M.A. (1991). *Robert M. Hutchins: Portrait of an educator.* Chicago: University of Chicago Press.

Elliott, C.A. and Rossiter, M.W. (Eds.). (1992). *Science at Harvard University: Historical perspectives.* Cranbury: Lehigh University Press.

El-Sanabary, N. (1992). *Education in the Arab gulf states and the Arab world: An annotated bibliographic guide.* New York: Garland Publishing.

Ewell, P.T. and Jones, D.P. (1991). *Assessing and reporting student progress: A response to the "new accountability,".* Denver: State Higher Education Executive Officers.

Fetterman, D.M. (Ed.). (1992). *Using qualitative methods in institutional research (New Directions for Institutional Research No. 72).* San Francisco: Jossey-Bass Publishers.

Fincher, C. (1991). *Assessment, improvement, and cooperation: The challenge of reform in higher education.* Athens: University of Georgia, Institute of hi ed.

Fincher, C. (1992). *The historical development of the university system of Georgia, 1932-1990.* Athens: University of Georgia, Institute of Higher Education.

Freeland, R.M. (1992). *Academia's golden age: Universities in Massachusetts, 1945-1970.* New York: Oxford University Press.

Frye, J.H. (1992). *The vision of the public junior college, 1900-1940: Professional goals and popular aspirations.* Westport: Greenwood Press.

Gaff, J.G. (1992). *New life for the college curriculum: Assessing achievements and furthering progress in the reform of general education.* San Francisco: Jossey-Bass Publishers.

Gaines, T.A. (1991). *The campus as a work of art.* Westport: Greenwood Publishing Group.

Gathercoal, F. (1991). *Judicious leadership for residence hall living.* Sacramento: Caddo Gap Press.

Goldberg, G. (1992). *Nurses of a different strip: A history of the Columbia University School of Nursing, 1892-1992.* New York: Columbia University School of Nursing.

Goodstein, J.R. (1991). *Millikan's school: A history of the California Institute of Technology.* New York: W. W. Norton & Company.

Gray, L. (1991). *Marketing education.* Bristol: Open University Press.

Hartman, J.E. and Messer-Davidow, E. (Eds.). (1992). *Engendering Knowledge: Feminists in academe.* Chicago: University of Tennessee Press.

Hayes, T.J. (Ed.). (1992). *New strategies in higher education marketing.* Binghamton: Haworth Press.

Hickson III, M. and Stacks, D.W. (Eds.). (1992). *Effective communication for academic chairs.* Albany: State University of New York Press.

Holt, M.E. and Lopos, G.J. (Eds.). (1992). *Perspectives on educational certificate programs (New Directions for Adult and Continuing Education No. 52).* San Francisco: Jossey-Bass Publishers.

Houpt, C.A. (Ed.). (1992). *Academic program closures: A legal compendium.* Washington: National Association of college and University Attorneys.

Ihle, E.L. (Ed.) (1992). *Black Women in higher education: An anthology of essays, studies, and documents.* New York: Garland Publishing.

Kauffman, N.L. and others (1992). *Students abroad—strangers at home: Education for a global society.* Yarmouth: Intercultural Press.

Kaufman, P.W. (Ed.). (1991). *The search for equity: Women at Brown University, 1891-1991.* Providence: Brown University.

Kecht, M.R. (1992) *Pedagogy is politics: Literary theory and critical teaching.* Champaign: University of Illinois Press.

Keller, G.D., Deneen, J.R., and Magallan, R.J. (Eds.). (1992). *Assessment and access: Hispanics in higher education.* Albany: State University of New York Press.

Klosky, D. (Ed.). (1992). *The a's and b's of academic scholarships, 1992-93.* Alexandria: Octameron Associates.

Knight, M.E., Lumsden, D.L., and Gallaro, D. (Eds.). (1991). *Outcomes assessment at Kean College of New Jersey: Academic programs' procedures and models.* Lanham: University Press of America.

Landis, R.B. (Ed.). (1992). *Using computer networks on campus: Papers from the first annual conference 1990.* Westport: Meckler Publishing.

Lessin, B.M. (Ed.). (1992). *Off-campus library services: Selected readings from Central Michigan University's off-campus library services conferences.* Metuchen: Scarecrow Press.

Litten, L.H. (1992) *Ivy bound: High-ability students and college choice.* New York: College Board Publications.

Llewellyn, R. (photographs) and Hill, R. (essay). (1992). *Ithaca College: A centennial portrait.* Ithaca: Ithaca College Bookstore.

Manning, K.R. (Ed.). (1992). *MIT: Shaping the future.* Cambridge: MIT Press.

Mcllnay, D.P. (1992). *Foundations and higher education: Dollars, donors, and scholars.* Baldwin Place, NY: George Kurian Books.

Meaney, J.W. (1991). *O'Malley of Notre Dame.* Notre Dame: University of Notre Dame Press.

Millard, R.M. (1991). *Today's myths and tomorrow's realities:*

Overcoming obstacles to academic leadership in the twenty-first century. San Francisco: Jossey-Bass Publishers.

Moxley, J.M. (1992). *Writing and publishing for academic authors.* Lanham: University Press of America.

Murchland, B. (Ed.). (1992). *Higher education and the practice of democratic politics: A political education reader.* Dayton: Kettering Foundation.

Murnane, R.J. and others (1991). *Who will teach? Policies that matter.* Cambridge: Harvard University Press.

Murphy, J.P. (1992). *Visions and values in Catholic higher education.* Kansas City: Sheed & Boulevard.

Neave, G. and Van Vught, F.A. (Eds.). (1991). *Prometheus bound: The changing relationship between government and higher education in Western Europe.* Riverside: Pergamon Press.

Oliver, W. (1992). *Dance in higher education, focus on Dance XII.* Reston, VA: National Dance Association/American Alliance for Health, Physical Education, Recreation, and Dance.

Orr, D. W. (1992). *Ecological literacy: Education and the transition to a postmodern world.* Albany: State University of New York Press.

Paludi, M. A. Barickman, R. B. (1992). *Academic and workplace sexual harassment: A resource manual.* Albany: State University of New York Press.

Panas, J. (1992). *Boardroom verities: A celebration of trusteeship with some guides and techniques to govern by.* Chicago: Precept Press.

Peters, J. M., Jarvis, P., and others (1991). *Adult education: Evolution and achievements in a developing field of study.* San Francisco: Jossey-Bass Publishers.

Potts, D.B. (1992). *Wesleyan University, 1831-1910: Collegiate enterprise in New England.* New Haven: Yale University Press.

Protherough, R. and Atkinson, J. (1992). *The making of English teachers.* Bristol: Open University Press.

Ramsland, K.M. (1992). *The art of learning: A self-help manual for students.* New York: State University of New York Press.

Rees, A. and Smith, S.P. (1991). *Faculty retirement in the arts and sciences.* Lawrenceville: Princeton University Press.

Remus, H., James, W.C., and Fraikin, D. (1992). *Religious* *studies in Ontario; A state-of-the-art review.* Atlantic Highlands, NJ: Wilfrid Laurier University Press.

Roy, R.H. (1991). *Sherwood Lett: His life and times.* Vancouver: University of British Columbia Press.

Russell, D.R. (1991). *Writing in the academic disciplines, 1870-1990: A curricular history.* Carbondale: Southern Illinois University Press.

Sawchuk, M.T. (1991). *Access and persistence: An educational program model.* Los Angeles: Prism Publishing, Mount St. Mary's College.

Schuller, T. (Ed.). (1991). *The future of higher education.* Bristol: Taylor & Francis Group.

Secor, M. and Charney, D. (1992). *Constructing rhetorical education.* Carbondale: Southern Illinois University Press.

Seymour, D.T. (1992). *On Q: Causing quality in higher education.* New York: American Council on Education/ Macmillan Publishing Company: orders to Dave Horvath, Macmillan.

Simpson, W.B. (1991). *Cost containment for higher education: Strategies for public policy and institutional administration.* Westport: Praeger Publishers.

Sims, R.R. and Sims, S.J. (Eds.). (1992). *Managing institutions of higher education into the 21st century: Issues and implications.* Westport: Greenwood Press.

Sims, S.J. (1992). *Student outcomes assessment: A historical review and guide to program development.* Westport: Greenwood Press.

Shils, E. (Ed.) (1992). *Remembering the University of Chicago: Teachers, scientists, and scholars.* Chicago: University of Chicago.

Shulman, J.H. (Ed.). (1992). *Case methods in teacher education.* New York: Teachers College Press.

Sieber, J.E. (1992) *Planning ethically responsible research: A guide for students and internal review boards.* Newbury Park: Sage Publications.

Sorcinelli, M.D. and Austin, A.E. (1992). *Developing new and junior faculty.* (New Directions for Teaching and Learning, No. 50). San Francisco: Jossey-Bass Publishers.

Statham, A, Richardson, L. and Cook, J.A. (1991). *Gender and university teaching: A negotiated difference.* Albany: State University of New York Press.

Stieg, M. F. (1991). *Change and challenge in library and information science education.* Chicago: American Library Association Publishing Services.

Stritch, T. (1992). *My Notre Dame: Memories and reflections of sixty years.* Notre Dame: University of Notre Dame Press.

Strohm, L. C. (Ed.). (1991). *AIDS on campus: A legal compendium.* Washington: National Association of College and University Attorneys.

Tehranian, M (Ed.). (1992). *Restructuring for ethnic peace: A public debate at the University of Hawaii.* Honolulu: University of Hawaii.

Theall, M. and Franklin, J. (Eds.). (1992). *Effective practices for improving teaching (New Directions for Teaching and Learning, No. 48).* San Francisco: Jossey-Bass Publishers.

Troy, M.A. and Nybom, T. (Eds.). (1991). *University and society: Essays on the social role of research and higher education.* Bristol: Jessica Kingsley Publishers.

Urch, G.E.F. (1992). *Education in Sub-Saharan Africa: A sourcebook.* New York: Garland Publishing.

Walker, G.T. (1992). *The building of a university: Northeast Louisiana University.* Dallas: Taylor Publishing Company.

Water, G.V. (1992). *Public tuition and state expenditures for higher education, 1984-1988.* Denver: National Conference of State Legislatures.

Weingartner, R.H. (1992). *Undergraduate education: Goals and means.* New York: American Council on Education/Macmillan Publishing Company.

Welch, L.B. (Ed.). (1992). *Perspectives on minority women in higher education.* Westport: Praeger Publishers, Greenwood Publishing Group.

Wexelblatt, R. (1992). *Professors at Play.* New Brunswick: Rutgers University Press.

Wheeler, B.G. and Farley, E. (1992). *Shifting boundaries: Contextual approaches to the structure of theological education.* Westminster: John Knox Press.

Whiston, T.G. and Geiger, R.L. (Eds.). (1992). *Research and higher education: The United Kingdom and the United States.* Bristol: Society for Research into Higher Education/Open University Press.

Whiting, A.N. (1992). *Guardians of the flame: Historically Black colleges yesterday, today, and tomorrow.* Washington: American Association of State Colleges and Universities.

Williams, R.L. (1991). *The origins of federal support for higher education: George W. Atherton and the land-grant college movement.* University Park: Pennsylvania State University Press.

Zikopoulos, M. (Ed.). (1992). *Open doors, 1990/1991: Report on international educational exchange.* New York: Institute of International Education.

ASHE-ERIC Higher Education Reports: 1991-92

1991-1. *Active learning: Creating excitement in the classroom*, by C.C. Bonwell and J.A. Eison.

1991-2. *Realizing gender equality in higher education: The need to integrate work/family issues*, by N. Hensel.

1991-3. *Academic advising for student success: A system of shared responsibility*, by S.H. Frost.

1991-4. *Cooperative Learning: Increasing College Faculty Instructional Productivity*, by D.W. Johnson, R.T. Johnson, and K.A. Smith.

1991-5. *High School-College Partnerships: Conceptual Models, Programs, and Issues*, by A.R. Greenberg.

1991-6. *Meeting the mandate: Renewing the college and departmental curriculum*, by W. Toombs and W.G. Tierney.

1991-7. *Faculty collaboration: Enhancing the quality of scholarship and teaching*, A.E. Austin and R.G. Baldwin.

1991-8. *Strategies and consequences: Managing the costs in higher education*, by J.S. Waggaman.

1992-1. *The Leadership Compass: Values and ethics in higher education*, by J.R. Wilcox and S.L. Ebbs.

1992-2. *Preparing for a global community: Achieving an international perspective in higher education*, by S.M. Pickert.

1992-3. *Quality: Transforming higher education*, by E.E. Chaffee and L.A. Sherr.

1992-4. *Faculty Job Satisfaction* (working title), by M.W. Tack.

1992-5. *Student rights and responsibilities* (working title) by A. Gibbs.

1992 6-8 (forthcoming).

Resources and References

Forthcoming Academic Meetings, 1993

The following list contains the dates, sites, and contact telephone numbers for many of the larger academic meetings scheduled to be held in 1993.

American Anthropological Association, 1703 New Hampshire Avenue, Washington, DC 20009 (202-232-8800): Washington, DC, November 17-21, 1993. Contact: Meetings Department.

American Association for Higher Education, One Dupont Circle, N.W., Suite 600, Washington, DC 20036 (202-293-6440): Washington, DC, March 14-17, 1993.

American Association for the Advancement of Science, 1333 H Street, N.W., Washington, DC 20036 (202-326-6450): Boston, MA, February 11-16, 1993.

American Association of State Colleges and Universities, One Dupont Circle, N.W., Washington, DC 20036 (202-293-7070): San Diego, CA, November 21-23, 1993.

American Association of University Professors, 1012 14th Street, N.W., Suite 500, Washington, DC 20005 (202-737-5900): Chapel Hill, NC, June 12-13, 1993. Contact: Dori Binsted.

American Astronomical Society, 2000 Florida Avenue, N.W., Washington, DC 20009 (202-328-2010): Phoenix, AZ, Kamiaru 3-7. 1993.

American Chemical Society, 1155 16th Street, N.W., Washington, DC 20036 (202-872-4401): Denver, CO, March 28-April 2, 1993 and Chicago, IL, August 22-27, 1993.

American Council of Learned Societies, 228 E. 45th Street, New York, NY 10017 (212-697-1505): Williamsburg, VA, April 21-23, 1993.

American Council on Education, One Dupont Circle, N.W., Washington, DC 20036 (202-939-9410): San Diego, CA, June 24-27, 1993. Contact: Stephanie Marshall.

American Dietetic Association, 216 W. Jackson, Chicago, IL 60606 (312-899-0040): Anaheim, CA, October 25-28, 1993. Contact: Meetings Department.

American Economic Association, Suite 809, Oxford House, 1313 21st Avenue, South, Nashville, TN 37212 (615-322-2595): Anaheim, CA, January 5-7, 1993. Contact: Marlene Hall.

American Educational Research Association, 1230 17th Street, N.W., Washington, DC 20036 (202-223-9485): Atlanta, GA, April 12-16, 1993. Contact: William Russell.

American Historical Association, 400 A Street, S.E., Washington, DC 20003 (202-544-2422): There will be no 1993 conference.

American Institute of Aeronautics and Astronautics, 370 L'Enfant Promenade, S.W., Washington, DC 20024 (202-646-7400): Crystal City, VA, May 4-6. 1993. Contact: Julie Walker.

American Institute of Chemical Engineers, 345 E. 47th Street, New York, NY 10017 (212-705-7660): St. Louis, MO, November 7-12, 1993. Contact: Denise Deluca.

American Library Association, 50 E. Huron Street, Chicago, IL 60611 (312-944-6780): New Orleans, LA, June 24-July 1, 1993.

American Mathematical Association of Two-Year Colleges, Santa Rosa Junior College, Santa Rosa, CA 94501 (217-351-2440): Boston, MA, November 18-21, 1993.

American Mathematical Association of Two-Year Colleges, Santa Rosa Junior College, Santa Rosa, CA 94501 (217-351-2440): Boston, MA, November 18-21, 1993.

American Mathematical Society, 201 Charles Street, Providence, RI 02904 (401-272-9500): San Antonio, TX, January 13-16, 1993. Contact: Hope Daly.

American Nurses Association, 2420 Pershing Road, Kansas City, MO 64108 (800-821-5834 or 816-474-5720): The next conference will be in 1994 (date and location yet to be set).

American Philological Association, see listing for Archaeological Institute of America.

American Physical Therapy Association, 1111 North Fairfax, Alexandria, VA 22314 (703-684-2782): San Antonio, TX, June 13-17, 1993.

American Political Science Association, 1527 New Hampshire Avenue, N.W., Washington, DC 20036 (202-483-2512): Washington, DC, September 2-5, 1993. Contact: Jennifer Hacha.

American Psychiatric Association, 1400 K Street, N.W., Washington, DC 20005 (202-682-6220): San Francisco, CA, May 22-27, 1993.

American Psychoanalytic Association, 309 E. 49th Street, New York, NY 10017 (212-752-0450): San Francisco, CA, May 14-23, 1993. Contact: Debra Eder.

American Psychological Association, 1200 17th Street, N.W., Washington, DC (202-955-7710): Toronto, Canada, August 20-24, 1993. Contact: Candy Won.

American Public Health Association, 1015 15th Street, N.W., Washington, DC, 20036 (202-789-5600): San Francisco, CA, October 24-28, 1993. Contact: Anna Keller.

American Society for Engineering Education, 11 Dupont Circle, N.W., Suite 200, Washington, DC 20036 (202-293-7080): University of Illinois, June 21-25, 1993. Contact: John Lechner.

American Society for Information Science, 8720 Georgia Avenue, Suite 501, Silver Spring, MD 20910 (301-495-0900): Columbus, OH, October 22-28, 1993.

American Society of Agronomy, 677 S. Segoe Road, Madison, WI 53711 (608-237-8080): Cincinnati, OH, November 7-12, 1993. Contact: Keith R. Schlesinger.

American Society of Animal Science, 309 W. Clark, Champaign, IL 61820 (217-356-3182): Spokane, WA, July 5-9, 1993. Contact: Carl D. Johnson.

American Society of Mechanical Engineers, 345 E. 47th Street, New York, NY 10017 (212-705-7740): New Orleans, LA, November 28-December 3, 1993. Contact: June Leach.

American Society of Zoologists, 104 Sirius Circle, Thousand Oaks, CA (805-492-3585): Los Angeles, CA, December 27-30, 1993. Contact: Bridget Farley.

American Society on Aging, 833 Market Street, Suite 516, San Francisco, CA 94103 (415-882-2910): Chicago, IL, March 25-30, 1993. Contact: Amy Wittenberg.

American Sociological Association, 1722 N Street, N.W., Washington, DC 20036 (202-833-3410): Miami Beach, FL, August 13-17, 1993. Contact: Janet L. Astner.

American Speech-Language-Hearing Association, 10801 Rockville Pike, Rockville, MD 20852 (301)-897-5700): Anaheim, CA, November 19-22, 1993. Contact: Dr. Frances Johnston.

American Statistical Association, 1429 Duke Street, Alexandria VA 22314 (703-684-1221): San Francisco, CA, August 8-12, 1993. Contact: Lee Decker.

Archaeological Institute of America, 675 Commonwealth Avenue, Boston, MA 02215 (617-353-9361): Washington, DC, December 27, 30, 1993. Contact: Shelley Griffin.

Association for Institutional Research, 314 Stone Building, Florida State University, Tallahassee, FL 32306 (904-644-4470): Chicago, IL, May 16-19, 1993. Contact: Jean Budig.

Association for the Study of Higher Education, Department of Educational Administration, Texas A&M University College Station, TX 77843 (409-845-0393): Pittsburgh, PA, November 4-7, 1993. Contact: Courtney Lewis.

Association of American Colleges, 1818 R Street, N.W., Washington, DC 20009 (202-387-3760): Seattle, WA, January 13-16, 1993. Contact: Suzanne Lightman.

Association of Catholic Colleges and Universities, One Dupont Circle, N.W., Washington, DC 20036 (202-457-0650): Washington, DC, February 2-3, 1993.

Association of Teacher Educators, 1900 Association Drive, Reston, VA 22091 (703-620-3110): Los Angeles, CA, February 13-17, 1993.

College and University Personnel Association, 11 Dupont Circle, N.W., Washington, DC 20036 (202-429-0311): Chicago, November 8-11, 1993. Contact: Professional Development.

Council on International Educational Exchange, 205 E. 42nd Street, New York, NY 10017 (212-661-1414): Washington, DC, November 3-5, 1993. Contact: Jon Howard.

Council on Postsecondary Accreditation, One Dupont Circle, N.W., Washington, DC 20036 (202-452-1433): Spring-San Francisco, CA, April 5-7, 1993; and Fall-Atlanta, GA, October 11-13, 1993. Contact: John Perkins.

Mathematical Association of America, 1529 18th Street, N.W., Washington, DC 20036 (202-387-5200): San Antonio, TX, January 13-15, 1993 and Vancouver, BC, August 15-19, 1993.

Modern Language Association, 10 Astor Place, New York, NY 10003 (212-475-9500): Toronto, Canada, December 27-30, 1993. Contact: Maribeth Kraus.

National Academy of Sciences, 2101 Constitution Avenue, N.W., Washington, DC 20418 (202-334-2138): Washington, DC, April 25-28, 1993. Contact: Kenneth R. Fulton.

National Association for Foreign Student Affairs, 1860 19th Street, N.W., Washington, DC 20009 (202-462-4811): San Francisco, CA, May 30-June 2, 1993.

National Association for Women Deans, Administrators and Counselors, 1325 18th Street, N.W., Suite 210, Washington, DC 20009 (202-659-9330): Seattle, WA, March 3-6, 1993. Contact Rebecca Lee.

National Association of College and University Business Officers, One Dupont Circle, N.W., Washington, DC 20036 (202-861-2500): Washington, DC, July 4-6, 1993. Contact: Sandra Burt.

National Association of Geology Teachers, P. O. Box 5443, Bellingham, WA 98227-5443 (206-676-3587: Cincinnati, OH, October 26-29, 1993.

National Association of International Educators, 1875 Connecticut Avenue, N.W., Washington, DC 20009 (202-462-4811): San Francisco, CA, May 30-June 2, 1993. Contact: Kathy May.

National Association of State Universities and Land-Grant Colleges, One Dupont Circle, N.W., Washington, DC 20036 (202-778-0818): Washington, DC, November 11-13, 1993. Contact: Melinda Roche.

National Association of Student Personnel Administrators, 1700 18th Street, N.W., Washington, DC 20009 (202-265-7500): Boston, MA, March 20-24, 1993.

National Catholic Educational Association, 1077 30th Street, N.W., Washington, DC 20007 (202-337-6232): New Orleans, LA, April 12-15, 1993. Contact: Nancy A. Brewer.

National Center for the Study of Collective Bargaining in Higher Education and the Professions, 17 Lexington Avenue, Box 322, New York, NY 10010 (212-387-1510): New York, NY, April (specific date to be set).

National Council of Teachers of English, 111 Kenyon Road, Urbana, IL 61801 (217-328-3870): Pittsburgh, PA, November 17-22, 1993.

National Education Association, 1201 16th Street, N.W., Washington, DC 20036 (202-833-4000): Higher Education Conference: New Orleans, LA, February 26-28, 1993. Representative Assembly: San Francisco, CA, July 2-5, 1993.

National University Continuing Education Association, One Dupont Circle, N.W.., Washington, DC 20036 (202-650-3130): Nashville, TN, April 16-20, 1993.

National Women's Studies Association, University of Maryland, College Park, MD 20742 (301-405-5573): Washington, DC, June 16-20, 1993.

Organization of American Archivists, 112 N. Bryan Street, Bloomington, IN 47401 (812-855-7311): Anaheim, CA, April 15-18, 1993.

Society of American Archivists, 600 South Federal, Suite 504, Chicago, IL 60605 (312-922-0140): New Orleans, LA, August 30-September 5, 1993.

Society of Biblical Literature, 819 Houston Mill Road, Atlanta, GA, 30329 (404-636-4744): Washington, DC, November 20-23, 1993. International Congress: Munster, Germany, July 25-28, 1993.

Higher Education Journals, Reference Aids

The following publications devote full or considerable attention to higher education.

1. Journals and Periodicals

(Address and subscription prices are as of October 1991). Prices are for nonmembers of sponsoring organizations and apply only to U.S. subscribers.)

AAHE Bulletin, $35/year (American Association for Higher Education, One Dupont Circle, N.W., Washington, DC 20036).

Academe, $44.50/year (American Association of University Professors, 1012 14th Street, N.W., Suite 500, Washington, DC 20005).

Academic Medicine, $30/year (Association of American Medical Colleges, 2450 N. St. N.W., Washington, DC 20037). Formerly *Journal of Medical Education*.

Action in Teacher Education, $50/year (Association of Teacher Educators, 1900 Association Drive, Reston, VA 22091).

Adolescence, $51/quarter (Libra Publishers, 3089C Clairemont Drive, San Diego, CA 92117).

American Educational Research Journal, $23/year (American Educational Research Association, 1230 17th Street, N.W., Washington, DC 20036).

American Indian Culture and Research Journal, $30/year (American Indian Studies Center, UCLA 3220 Campbell Hall, 405 Hilgard Ave., Los Angeles, CA 90024).

American Indian Quarterly, $40/year (Native American Studies Program, University of California, 3415 Dwinelle Hall, Berkeley, CA).

AMATYC Review, $25/year (American Mathematical Association of Two- Year Colleges, Santa Rosa Junior College, Santa Rosa, CA 95401).

American Journal of Dental Education, $25/year (American Association of Dental Schools, 1619 Massachusetts Avenue, N.W., Washington, DC 20036).

American Journal of Distance Education, $25/year (College of Education, Pennsylvania State University, Rackley Building, University Park, PA 16802).

American Journal of Education, $23/quarter (University of Chicago Press, 5720 Woodlawn Avenue, Chicago, IL 60637).

American Journal of Pharmaceutical Education, $40/year (1426 Prince Street, Alexandria, VA 22314).

American Journal of Sociology, $34/year (University of Chicago Press, Journals Division, Box 37005, Chicago, IL 60637).

American Scholar, $21/Year (Phi Beta Kappa, 1811 Q Street, N.W., Washington, DC 20009).

American School and University, $49/year (401 N. Broad Street, Philadelphia, PA 19108).

American Sociological Review, $42/year (American Sociological Association, 1722 N Street, N.W., Washington, DC 20036).

Assessment and Evaluation in Higher Education, £18/year (School of Education, University of Bath, Claverton Down, BA2 7AY, England) Formerly *Assessment in Higher Education*.

AJCU Higher Education Report, $15/year (Association of Jesuit Colleges and Universities, One Dupont Circle, N.W., Washington, DC 20036).

Aztlan: A Journal of Chicano Studies, $15/year (Chicano Studies Research Center, University of California, 405 Hilgard Avenue, Los Angeles, CA 90024).

Black Issues in Higher Education, $40/year (Cox, Matthews & Asso., Inc., 10520 Warwick Avenue, Suite B-8, Fairfax, VA 22030).

Black Scholar, $30/year (The Black Scholar Press, PO Box 2869, Oakland, CA 94609).

Business Education Forum, $9/year—available only to members, (1914 Association Drive, Reston, VA 22091).

Canadian Journal of Higher Education, $60/year (Canadian Society for the Study of Higher Education, 151 Slater, Ottawa, Ontario, K1P 5N1 Canada).

CAUSE/EFFECT, $44/year (CAUSE, 4840 Pearl East Circle, #302E, Boulder, CO 80301).

Change, $23/year (Educational Foundation, 4000 Albemarle Street, Washington, DC 20016).

Chronicle of Higher Education, $62.50/year (PO Box 1955, Marian, OH 43305).

College and Research Libraries, $45/year (Association of College and Research Libraries, American Library Association, 50 E. Huron Street, Chicago, IL 60611).

College and University, $30/year (American Association of Collegiate Registrars and Admissions Officers, One Dupont Circle, N.W., Washington, DC 20036).

College Board Review, $20/year (College Board Review, Box 080419, Great Kills Station, Staten Island, NY 10308).

College Composition and Communication, $12/year (National Council of Teachers of English, 1111 Kenyon Road, Urbana, IL 61801).

College English, $40/year (National Council of Teachers of English, 1111 Kenyon Road, Urbana, IL 61801).

College Mathematics Journal, $60/year (Mathematical Association of America, 1529 18th Street, N.W., Washington, DC 20036).

College Teaching, $42/year (Heldref Publications, 4000 Albemarle Street, N.W., Washington, DC 20016) Formerly *Improving College and University Teaching*.

Collegiate Microcomputer, $34/year (Rose-Hulman Institute of Technology, Terre Haute, IN 47803).

Community and Junior College Libraries, $30/year (The Haworth Press, Inc., 10 Alice Street, Binghampton, NY 13904).

Community College Review, $35/year (Department of Adult and Community College Education, School of Education, Box 7801, North Carolina State University, Raleigh, NC 26795-7801).

Community College Social Science Journal, $25/year, (Grossmont College, El Cajon, CA 92020).

Community/Junior College Quarterly of Research and Practice, $45/year (Hemisphere Publishing Corp., Community/Junior College Quarterly of Research and Practice, 79 Madison Avenue, Suite 1110, New York, NY 10016). Formerly *Community/Junior College Research Quarterly*.

Community College Times, $46/year (AACJC Publications, One South Early Street, Alexandria, VA 22304).

Community College Week, $24/year (10520 Warwick Ave., Fairfax, VA).

Community, Technical and Junior College Journal, $18/year (80 S. Early Street, Alexandria, VA 22304). Formerly *Community and Junior College Journal*.

Comparative Education Review, $28/year (University of Chicago Press, Journals Division, PO Box 37005, Chicago, IL 60637).

Compass, $18/year (Association of Independent Schools and Colleges, One Dupont Circle, N.W., Washington, DC 20036).

Continuing Higher Education Review, $26/year (University of Wisconsin in Milwaukee, PO Box 92848, Milwaukee, WI 53202-0848) Formerly *Continuum*.

CUPA Journal, $60/year (College and University Personnel Association, 1233 20th Street, N.W., Washington, DC 20036). Formerly *Journal of the College and University Personnel Association*.

Currents, $85/year (Publisher Services, Inc., 80 S. Early Street, Alexandria, VA 22304).

Education Daily, $475/year (Capitol Publications, Inc., 1101 King Street, Box 1453, Alexandria, VA 22313). Incorporates *Higher Education Daily*.

Educational Policy, $34/year (Corwin Press, Inc., 2455 Teller Road, Newbury Park, CA 91320).

Educational Record, $25/year (American Council on Education, One Dupont Circle, N.W., Suite 800, Washington, DC 20036).

Educational Researcher, $33/year (American Educational Research Association, 1230 17th Street, N.W., Washington, DC 20036).

Educational Studies: A Journal in the Foundations of Education, $12.50/year (American Educational Studies Association, School of Education, North Carolina State University, Raleigh, NC 27650).

Engineering Education, $36/year (American Society for Engineering Education, 11 Dupont Circle, N.W., Suite 200, Washington, DC 20036).

ASHE-ERIC Higher Education Reports, $80/year (Association for the Study of Higher Education, One Dupont Circle, N.W., Washington, DC 20036). See "Higher Education Books: A Selected Bibliography" for recent titles.

European Journal of Education, $96/year (Carfax Publishing Co., PO Box 25, Abingdon, Oxfordshire, OX14 3UE England).

Government Information Quarterly, $100/year (JAI Press, Inc., 55 Old Post Road, No. 2, PO Box 1678 Greenwich, CT 06835-1678).

Harvard Educational Review, $35/year (Gutman Library, Suite 349, 6 Appian Way, Cambridge, MA 02138).

Higher Education, $43/year (Kluwer Academic Publishers Group, Distribution Center, PO Box 17, 3300 AH, Dordrecht, The Netherlands).

Higher Education National Affairs, $25/year (American Council on Education, One Dupont Circle, N.W., Washington, DC 20036).

Higher Education in Europe, $20/ year (European Centre for Higher Education, 39 Stirbei Voda, R-70732, Bucharest, Romania).

Higher Education Management, $19/year (Center for Educational Research and Innovation, Organization for Economic Cooperation and Development, IMHE Programme, OECD/CERI, 2 Rue Andre-Pascal, 75775 Paris CEDEX 16, France). Formerly *International Journal of Institutional Management in Higher Education*.

Higher Education Reporter, $47/year (4 Galaxy Court, Sewell, NJ 08080).

Higher Education Review, $53/year (Tyrrell Burgess Associates, Ltd., 34 Sandilands, Croydon, CRO 5DB, England).

History of Education Quarterly, $25/year (School of Education, Indiana University, Bloomington, IN 47405).

History of Higher Education Annual, $10/year (School of Education and Social Policy, Northwestern University, 4150 Andersen Hall, 2003 Sheridan Road, Evanston, IL).

The Independent Scholar, $6/year (105 Vincente Road, Berkeley, CA 94705).

Initiatives, $24/year (1325 18th Street, N.W., Washington, DC 20006). Formerly *Journal of the National Association of Women Deans, Administrators and Counselors*.

Innovative Higher Education, $35/year (Human Sciences Press, 233 Spring Street, NY 10013).

Journal of Academic Librarianship, $49/year (Business Office, PO Box 8330, Ann Arbor, MI 48107).

Journal of Aesthetic Education, $18/year (University of Illinois Press, 54 E. Gregory Drive, Box 5081, Station A, Champaign, IL 61820).

Journal of American College Health, $65/year (1319 18th Street N.W., Washington, DC 20036).

Journal of American Indian Education, $14/year (Center for

Indian Education, College of Education, Arizona State University, Tempe, AZ 85287-1311).

Journal of Architectural Education, $12/year (ASCA, 1735 New York Avenue, N.W., Washington, DC 20006).

Journal of Black Studies, $34/year (Sage Publications, Inc., 2455 Teller Road, Newbury Park, CA 91320).

Journal of College Admissions, $30/year (National Association of College Admissions Counselors, 1800 Diagonal Road, Suite 430, Alexandria, VA 22314). Formerly *Journal of the National Association of College Admissions Counselors*.

Journal of College and University Law, $38/year (National Association of College and University Attorneys, One Dupont Circle, N.W., Suite 620, Washington, DC 20036).

Journal of College Science Teaching, $33/year (National Science Teachers Association, 1742 Connecticut Avenue, N.W., Washington, DC 20009).

Journal of College Student Development, $15/year (AACD, 5999 Stevenson Avenue, Alexandria, VA 22304).

Journal of Dental Education, $50/year (American Association of Dental Schools, 1625 Massachusetts Avenue, N.W., Washington, DC 20036).

Journal of Developmental Education, $17/year (National Center for Developmental Education, Reich College of Education, Appalachian State University, Boone, NC 28608). Formerly *Journal of Developmental & Remedial Education*.

Journal of Education for Business, $43/year (Heldref Publications, 4000 Albemarle Street, N.W., Washington, DC 20016) Formerly *Journal of Business Education*.

Journal of Education for Library and Information Science, $50/year (5623 Palm Aire Drive, Sarasota, FL 34243). Formerly *Journal of Education for Librarianship*.

Journal of Educational Research, $55/year (Heldref Publications, 4000 Albemarle Street, N.W., Washington, DC 20016).

Journal of General Education, $20/year (Pennsylvania State University Press, 215 Wagner Building, University Park, PA 16802).

Journal of Geography in Higher Education, $95/year (Carfax Publishing Co., Box 25, Abingdon, Oxfordshire OX14 3UE, England).

Journal of Higher Education, $30/year (Ohio State University Press, 1050 Carmack Road, Columbus, OH 43210).

Journal of Legal Education, $30/year (University of Iowa College of Law, Iowa City, IA 52242).

Journal of Marketing for Higher Education, $24/year (Haworth Press, 12 West 32nd Street, New York, NY 10001-3813).

Journal of Negro Education, $16/year (PO Box 311, Howard University, Washington, DC 20059).

Journal of Optometric Education, $15/year (Association of Schools and Colleges of Optometry, 6110 Executive Blvd., #690, Rockville, MD 20851).

Journal of Research and Development in Education, $25/year, (University of Georgia, Journal of Research and Development in Education, College of Education, Athens, GA 30602).

Journal of Rural Community Psychology, $30/year (California School of Professional Psychology-Fresno, 1350 M Street, Fresno, CA 93721).

Journal of Student Financial Aid, $25/year (NASFAA, 1920 L Street, N.W., Washington, DC 20036).

Journal of Teacher Education, $35/year (American Association of Colleges for Teacher Education, One Dupont Circle, N.W., Suite 610, Washington, DC 20036).

Journal of Tertiary Educational Administration, $21.50/year, (P.O. Box 4046, University of Melbourne, Parkville, Victoria 3052 Australia).

Journal of the Society of Research Administrators, $25/year (500 N. Michigan Avenue, Chicago, IL 60611).

Liberal Education, $30/year (Association of American Colleges, 1818 R Street, N.W., Washington, DC 20009).

NACADA Journal, $30/year (National Academic Advising Association, Pennsylvania State University, 212 Grange Bldg., University Park, PA 16802),

NASPA Journal, $35/year (1700 18th Street, N.W., Washington, DC 20009).

National Forum: Phi Kappa Phi Journal, $25/year (Honor Society of Phi Kappa Phi, Box 16000, Louisiana State University, Baton Rouge, LA 70893).

NEA Almanac of Higher Education, $30/year (ind/inst.) (National Education Association, 1201 16th Street, N.W., Washington, DC 20036.) Individual and institutional subscriptions include *The NEA Almanac of Higher Education* and *Thought and Action*.

New Directions for Community Colleges, $48/year (Jossey-Bass, Inc., 350 Sansome Street, San Francisco, CA 94104).

New Directions for Continuing Education, $60/year (Jossey-Bass, Inc., 350 Sansome Street, San Francisco, CA 94104).

New Directions for Higher Education, $45/year (Jossey-Bass, Inc., 350 Sansome Street, San Francisco, CA 94104).

New Directions for Institutional Research, $45/year (Jossey-Bass, Inc., 350 Sansome Street, San Francisco, CA 94104).

New Directions for Program Evaluation, $48/year (Jossey-Bass, Inc., 433 California Street, San Francisco, CA 94104).

New Directions for Teaching and Learning, $45/year (Jossey-Bass, Inc., 350 Sansome Street, San Francisco, CA 94104).

New Directions for Testing and Measurement, $39/year (Jossey-Bass, Inc., 350 Sansome Street, San Francisco, CA 94104).

New Universities Quarterly, $39.50/year (Basil Blackwell, Ltd., 108 Cowley Road, Oxford OX1 4HB, England).

North Central Association Quarterly, $15/year (North Central Association of Colleges and Schools, Arizona State University, Tempe, AZ 85287-3011).

OECD Observer, $200/year (2001 L Street, N.W., Suite 700, Washington, DC 20036).

Paedagogica Historia, $18/year (Center for the Study of the History of Education, University of Ghent, A. Baertsoenkaai 3, B-9000 Ghent, Belgium).

Perspective: The Campus Legal Monthly, $99/year (2718 Dryden Drive, Madison, WI 53704).

Perspectives in Education and Deafness, $15/year (Pre-college Programs, Gallaudet University, 800 Florida Ave., N.E., Washington, DC 20002). Formerly *Perspectives for Teachers of the Hearing Impaired*.

Planning for Higher Education, $40/year (2026M School of Education Building, University of Michigan, Ann Arbor, MI 48109).

Research in Higher Education, $59/year (Human Sciences Press, Inc., 233 Spring Street, New York, NY 10013).

Review of Educational Research, $23/year (American Educational Research Association, 1230 17th Street, N.W., Washington, DC 20036).

Review of Higher Education, $40/year (Association for the Study of Higher Education, School of Education, The University of Michigan, Ann Arbor, MI 48109-1259).

Science, $75/year (American Association for the Advancement of Science, 1333 H Street N.W., Washington, DC 20005).

Sociology of Education, $30/year (American Sociological Association, 1722 N Street, N.W., Washington, DC 20036).

Studies in Higher Education, $43/year (Carfax Publishing Co., Box 25 Abingdon, Oxfordshire, OX14 3UE England).

Teachers College Record, $24/year (Teachers College, Columbia University, 525 W. 120th Street, New York, NY 10027).

Teaching at a Distance, $18/year (Longman Group, Ltd., Westgate House, The High Harlow, Essex CM20 1NE, England).

Teaching English in the Two-Year College, $15/year (NCTE, 1111 Kenyon Road, Urbana, IL 61801).

Teaching of Psychology, $50/year (Lawrence Erlbaum Associates, Inc., 365 Broadway, Hillsdale, NJ 07642).

Teaching Political Science, $75/year (Heldref Publications, 4000 Albemarle Street, N.W., Washington, DC 20016).

The Teaching Professor, $29/year (2718 Dryden Drive, Madison, WI 53791-9618).

Teaching Sociology, $30/year (American Sociological Association, 1772 N Street, N.W., Washington, DC 20036).

Thought and Action, the NEA higher education journal, $30/year (institutions.) (National Education Association, 1201 16th Street, N.W., Washington, DC 20036). Institutional subscription includes *The NEA Almanac of Higher Education*.

Times (London) Education Supplement, $75/year (Times Newspapers, Ltd., Priory House, St. Johns Lane, London, England EC1M 4BX).

Tribal College: Journal of American Indian Higher Education, $14/year (American Indian Higher Education Consortium, 3 Church Circle, Suite 205, Annapolis, MD 21401).

Urban Education, $36/year (Sage Publications, Inc., 2455 Teller Road, Newbury Park, CA 91320).

War Research Information Service, $25/year (University Conversion Project, Box 748, Cambridge, MA 02142).

Work and Occupations: An International Sociological Journal, $36/year (Sage Publications, Inc., 2455 Teller Road, Newbury Park, CA 91320).

Writing Instructor, $18/year (4th floor, 817 W. 34th Street, University of Southern California, Los Angeles, 90089-1291).

2. Encyclopedias

American Educators' Encyclopedia (short articles defining names and terms "frequently found in the literature of professional education") 1982.

Encyclopedia of Education (the first of its kind since 1911), 1971.

Encyclopedia of Educational Research (all aspects of educational including higher education. Includes bibliographies, subject index in Vol. 4.). 1982.

International Encyclopedia of Education (provides an overall view of specific topics in education. Includes bibliographies. Index in Vol. 10.), 1985.

International Encyclopedia of Higher Education (provides "A comprehensive understanding of postsecondary education as a whole." Includes bibliographies. Covers all national systems of higher education, also material on disciplines and professional education. Index in Vol. 10.), 1977.

NASFAA Encyclopedia of Student Financial Aid (National Association of Student Financial Aid Officers, 1986).

The International Encyclopedia of Teaching and Teacher Education, 1987.

3. Indexes and Abstracts

The Chronicle of Higher Education publishes an annual index (August).

The Education Index, periodical index including some books and annuals. Published monthly except July and August, 1929-date.

ERIC Indexes: Resources in Education, and *Current Index to Journals in Education*. The Educational Resources Information Center (ERIC) is a national network of clearinghouses each of which is devoted to a special aspect of education. The clearinghouses collect, abstract, and disseminate educational research reports and documents. (Higher Education Clearinghouse: Educational Resources Information Center (ERIC). See also, *An Annotated Bibliography of ERIC Bibliographies*, Joseph Gerald Drazan ed. (Greenwood Press, 1982).

Resources in Education RIE (formerly *Research in Education*) is a monthly index to the ERIC document collections of research reports, conference papers, bibliographies, statistical reports, curriculum guides, etc. Each issue contains document resumes (abstracts) with subject, author, and institution indexes. Cumulative indexes are published semiannually or annually, 1966-date.

Current Index to Journals in Education, CIJE is a monthly index to periodical articles appearing in approximately 780 major education and related journals. Each issue contains bibliographic information and brief summaries of the articles with subject, author, and journal contents indexes. Cumulative indexes are published semiannually, 1969-date.

Higher Education Abstracts (formerly *College Student Personnel Abstracts*). "HEA provides an overview of research and theory about college students, faculty, administration, and related topics in higher education." Covers research reports, conference papers and over 300 journals (Claremont Graduate School).

Index of Majors, 1990-91, College Board, 1991.

Index to Anthologies on Postsecondary Education 1960-1978, Richard H. Quay, ed., 1980.

Research into Higher Education Abstracts, coverage of the United Kingdom and selected coverage overseas. Covers research reports, general interest, articles, theses, and reference works. (Carfax Publishing Co., Oxfordshire, England), 1967-date.

4. Directories

A Classification of Institutions of Higher Education, 1987 (Carnegie Foundation for the Advancement of Teaching, 1987).

A Guide to Christian Colleges (Christian College Coalition, 1984).

A Guide to Copyright Issues in Higher Education (T.M.S. Hemnes and A.H. Pyle, 1991).

A Guide to Postsecondary Educational Opportunities for the Learning Disabled (D.D. Ridenour and J. Johnston, Eds., 1981.

A Handbook for Scholars (M.V. Leunen, 1992).

Academic Libraries in Urban and Metropolitan Areas: A Management Handbook (G.B. McCabe, Ed., 1992).

Academic Yearbook Abroad, 1992-93 (S.J. Steen and E. Battle, Eds. Institute of International Education Books, 1992).

Accredited Institutions of Postsecondary Education: Programs, Candidates, 1988-1989 (S.S. Harris, Ed., 1989).

Am I Liable? Faculty, Staff, and Institutional Liability in the College and University Setting (National Association of College and University Attorneys, 1990).

American Association of Community and Junior Colleges Membership Directory: 1989 (1989).

American Community, Technical and Junior Colleges: A Guide (9th ed., D. Parnell and J. Peltason, Eds., 1987).

American Universities and Colleges: A Dictionary of Name Changes (A.H. Songe, Ed., 1978).

American Universities and Colleges (13th ed., comp., American Council on Education, 1987).

Assessing College Outcomes: What State Leaders Need to Know (1992).

Assessing the Costs of Student Recruitment at Smaller Independent Colleges and Universities (National Association of College and University Business Officers, 1989).

Association of American University Presses Directory, 1991-1992 (1992).

Audiovisual Policies in College Libraries (American Library Association, 1991).

Barron's Compact Guide to Colleges (Barron's Educational Series, 1988).

Barron's Profiles of American Colleges (Barron's Educational Series, 1988).

Beating the College Blues: A Student's Guide to Coping with the Emotional Ups and Downs of College Life (P.A. Grayson and P.W. Meilman, 1992).

Books and Magazines: A Guide to Publishing and Bookselling Courses in the United States (1992).

Business Week's Guide to the Best Business Schools (J. A. Byrne, McGraw-Hill, 1989).

Career Planning in the 1990's: A Guide for Today's Graduates (Garrett Park Press, 1991).

Chronicle Four-Year College Databook (P. Downes, Ed., 1989).

Chronicle Two-Year College Databook (P. Downes, Ed., 1989).

College Admissions Data Handbook, 1989-1990 (R. Basch and L. Meyer, Orchard House, 1989).

College and University Business Administration (D. McDonald Green, Ed., 1992).

College Check Mate: Innovative Tuition Plans That Make You a Winner, 1992-93 (D. Klosky, Ed., 1992).

College Match: A Blueprint for Choosing the Best School for You, 1992-93 (S.R. Antonoff and M.A. Friedemann, 1992).

College Match: A Blueprint for Choosing the Best School for You (Octameron Associates, 1991).

Commonwealth Universities Yearbook (1989).

Community Colleges and Students with Disabilities (J. Prihoda et al. American Association of Community and Junior Colleges, 1988).

Community Colleges in the United States: Forty-nine State Systems (B.E. Fountain and T.A. Tollefson, Eds., 1989).

Comparative Guide to American Colleges: For Students, Parents and Counselors (J. Cass and M. Birnbaum, Eds., 1989).

Completing Your Doctoral Dissertation or Master's Thesis in Two Semesters or Less (Technomic Publishing Company, 1991).

Counseling for College: A Professional's Guide to Motivating, Advising, and Preparing Students for Higher Education (Peterson's Guides, 1991).

Course Design for College Teachers (L. Lovell-Troy and P. Eickmann, 1991).

Directory of Administrators of Community, Technical and Junior Colleges (H. Jellison, Ed., 1984).

Directory of American Scholars: A Biographical Directory (1982).

Directory of Athletic Scholarships (Facts on File Publications, 1987).

Directory of Computing Facilities in Institutions of Higher Education (University of Texas at Austin in cooperation with Seminars for Academic Computing, 1988).

Directory of Economic Development Programs at State Colleges and Universities (American Association of State Colleges and Universities, 1989).

Directory of Faculty Contracts and Bargaining Agents in Institutions of Higher Education (National Center for the Study of Collective Bargaining in Higher Education and the Professions, yearly).

Directory of Financial Aid for Women, 1989-1990 (Reference Service Press, 1989).

Directory of Graduate Preparation Programs in College Student Personnel (Dartmouth College, 1990).

Directory of Grants in the Humanities, 1992-93 (Oryx Press, 1992).

Directory of M.F.A. Programs in the Visual Arts (College Art Association, 1992).

Directory of Professional Preparation Programs in TESOL in the United States, 1989-1991 (H. Kornblum and M. Gilligan, Eds., Teachers of English to Speakers of Other Languages, 1989).

Directory of RN to BSN Programs: 1992 (American Association of Colleges of Nursing/American Nurses Association, 1992).

Directory of Selected National Testing Programs (Oryx Press, 1987).

Directory of Special Programs for Minority Group Members: Career Information Services, Employment Skills Banks, Financial Aid Sources (Garrett Park Press, 1990).

Distribution of Federal Funds for Vocational Education to Community, Technical, and Junior Colleges (T.H. McKinney and D.A. Davis, Eds., American Association of Community, Junior and Technical Colleges, 1991).

Don't Miss Out: The Ambitious Student's Guide to Financial Aid, 1992-93 (R. Leider and A. Leider, 1992).

Don't Miss Out: The Ambitious Student's Guide to Financial Aid, 1990-91. R. Leider and A. Leider, Eds., Octameron, 1990).

Educational Rankings Annual 1992 (L.C. Hattendorf, Ed., 1992).

European Faculty Directory (Gale Research Inc., 1991).

Facilities Management: A Manual for Plant Administration (Association of Physical Plant Administrators of Universities and Colleges, 1989).

Faculty Guide to Living Abroad (Office of International Education and Services, University of Iowa, 1986).

Free Money for College (Facts on File, 1991).

Free Money for Foreign Study: A Guide to More Than 1,000 Grants and Scholarships for Study Abroad (L. Blum, 1992).

Full Disclosure: Do You Really Want to be a Lawyer? (S.J. Bell, American Bar Association/Peterson's Guides, 1989).

Get Funded! A Practical Guide for Scholars Seeking Research Support from Business (D. Schumacher, 1992).

Get Organized! (E.B. Fiske and P. Steinbrecher, Peterson's Guides, 1990).

Getting into College: A Guide for Students and Parents (Rev. ed. Noonday Press/Hill and Wang, 1991).

Going the Distance: The College Athlete's Guide to Excellence on the Field and in the Classroom (Peterson's Guides, 1991).

Graduate Curricula in Educational Communications and Technology: A Descriptive Directory (J.K. Johnson, Ed., Association for Educational Communications and Technology, 1992).

Graduate Research: A Guide for Students in the Sciences (R.V. Smith, Plenum, 1990).

Guide to Campus-Business Linkage Programs: Education and Business Prospering Together (D.C. Fenwick et al., Eds., 1987).

Guide to Educational Credit by Examination (D.R. Whitney and A.G. Malizio, Eds., 1987).

Guide to Four-Year Colleges 1989 (A.E. Lehman Ed., Peterson's Guides, 1989).

Guide to International Education in the United States (Gale Research, Inc., 1991).

Guide to Programs in Nursing in Four-Year Colleges and Universities (B.K. Redman and L.K. Amos, Eds., American Council on Education, 1987).

Guide to the Evaluation of Educational Experiences in the Armed Forces (1986).

Handbook of World Education: A Comparative Guide to Higher

Education and Educational Systems of the World (W. Wickremasinghe, Ed., 1991).

Handbook of Minority Student Services (C. Taylor, Ed., National Minority Campus Chronicle, Inc., 1986).

Handbook of Statistical Procedures and Their Computer Applications to Education and the Behavioral Sciences (M.N. Freed, J.M. Ryan, and R.K. Hess, 1992).

Handbook on Continuing Higher Education (Q.H. Gessner, Ed., American Council on Education, 1987).

Handbook on Teaching and Instructional Resources (J.J. Gardner, Ed., Association for the Study of Higher Education, 1987).

HEP 1989-92 Higher Education Directory (Higher Education Publications). Similar to *Education directory: Colleges and universities* (Superintendent of Documents, Government Printing Office, last published in 1981).

Higher Education Directory: 1986-87 (Council for Advancement and Support of Education, 1986).

Higher Education in Israel: A Guide for Overseas Students (Council for Higher Education in Israel, 1992).

Higher Education in the United Kingdom, 1992-93: A Handbook for Students and Their Advisers (1992).

Higher Education in the United Kingdom, 1989-90: A Handbook for Students and Their Advisors (1989).

Higher Education Opportunities for Minorities and Women: Annotated Selections (1989).

How to Get Into the College of Your Choice ... And How to Finance It (William Morrow and Company, 1990).

Inside College: New Freedom, New Responsibility (College Board, 1991).

Instructing and Evaluating in Higher Education: A Guidebook for Planning Learning Outcomes (R.J. McBeath, Ed., 1992).

International Exchange Locator: A Guide to U.S. Organizations, Federal Agencies, and Congressional Committees Active in International Educational Exchange (J. Burton, Ed., 1992).

International Handbook of Universities and Other Institutions of Higher Education (International Association of Universities, 1988).

Junior Faculty Development: A Handbook (Modern Language Customer Services, 1991).

Learning Skills for College and Career (P.I. Hettich, Brooks/Cole Publishing, 1992).

Legal Issues in Athletics (National Association of College and University Attorneys, 1989).

Linking America's Schools and Colleges: Guide to Partnerships and National Directory (American Association for Higher Education, 1991).

Living the Possible Dream: The Single Parent's Guide to College Success (J. Riley, 1992).

Lovejoy's College Guide (C.E. Lovejoy, Ed., 1989).

Management in English Language Teaching (R. White and others, 1992).

Management Ratios #6 for Colleges and Universities (J. Minter, 1992).

Major Options: The Student's Guide to Linking College Majors and Career Opportunities During and After College (Harper Collins Publishers, 1991).

National College Databank: The College Book of Lists (K.R. Kaye, Ed., Peterson's Guides, 1989).

National Directory of School-College Partnerships (American Association for Higher Education, 1987).

National Faculty Directory (1988).

National Guide to Educational Credit for Training Programs (S.W. Galloway and H.A. Spille, Eds., Macmillan, 1989).

Operations Handbook for the Small Academic Library (G.B. McCabe, 1989).

Persist and Publish: Helpful Hints for Academic Writing and Publishing (R.E. Matkin and T. F. Riggar, 1991).

Peterson's Annual Guides to Graduate Study (1991).

Peterson's College Money Handbook (S. Dilts, et al. 1990).

Peterson's College Money Handbook, 1992 (1991).

Peterson's Competitive Colleges, 1991-92 (1991).

Peterson's Competitive Colleges, 1989-1990 (1989).

Peterson's Graduate Education Directory, 1987 (1988).

Peterson's Guide to College Admissions, 1991 (5th ed. 1990).

Peterson's Guide to Four-year Colleges, 1991 (1990).

Peterson's Higher Education Directory 1989 (1988).

Peterson's 1992 College Money Handbook (1992).

Peterson's Register of Higher Education, 1992 (1992).

Ponds Personalized Financial Planning Guide for Teachers and Employees of Educational Institutions (J.D. Pond, 1992).

Princetonians, 1784-1790: A Biographical Dictionary (R. L. Woodward and W.F. Craven, 1991).

Private Colleges and Universities (J.F. Ohles and S.M. Ohles, Eds., 1982).

Public Colleges and Universities (J.F. Ohles and S.M. Ohles, Eds., 1986).

Research Centers Directory, 1990 (M.M. Watkins and J.A. Ruffner, Eds., 1989).

Research Institutions and Learned Societies (J.C. Kiger, Ed., 1982).

Salaries of Engineers in Education, 1990 (American Association of Engineering Societies, 1991).

Scholarship Directory: 1991 Minority Guide to Scholarships and Financial Aid (Tinsley Communications, 1991).

State Policies for Admission to Higher Education (College Board).

State Postsecondary Education Structures Handbook (A.C. McGuinness, Ed., Education Commission of the States, 1986).

Study Abroad: The Astute Student's Guide (D. Judkins, Williamson, 1989).

Summary Statistics: Annual Survey of Colleges, 1991-92 (1992).

Teaching Mass Communication: A Guide to Better Instruction (M.D. Murray and A.J. Ferri, Eds., 1992).

The Academic Job Search Handbook (M.M. Heiberger and J.M. Vick, 1992).

The 1990 Guidance Information System's Guide to Four-Year Colleges (Guidance Information Systems, Houghton Mifflin, 1989).

The Best Guide to the Top Colleges: How to Get Into the Ivy's or Nearly Ivy's (Garrett Park Press, 1991).

The Black Student's Guide to Colleges (B. Beckham Ed., 1984).

The Board Member's Guide to Fund Raising: What Every Trustee Needs to Know About Raising Money (Jossey-Bass, Inc., 1991).

The College Blue Book 22nd ed. (Macmillan, 1989).

The College Cost Book, 1990-91 (College Board, 1990).

The College Handbook for Transfer Students 1991 (College Board, 1991).

The College Handbook Foreign Student Supplement 1989-1990 (College Board, 1989).

The College Handbook, 1990-91 (College Board, 1990).

The College Handbook: New England (College Board).

The College Handbook: New York 1991 (College Board, 1991).

The Community College Fact Book (American Council and Education/American Association of Community and Junior Colleges/ Macmillan 1989).

The Complete Guide to Graduate School Admission: Psychology and Related Fields (Lawrence Erlbaum Associates, 1991).

The Comprehensive Guide to Successful Conferences and Meetings: Detailed Instructions and Step-by-Step Checklists (L. Nadler and Z. Nadler, 1988).

The Consortium Directory 1989 (Council for Institutional Leadership, 1989).

The Consumer's Guide to Ontario Universities (University of Toronto Press, 1991).

The Educator's Desk Reference: A Sourcebook of Educational Information and Research (M.N. Freed, R.K. Hess, and J.M. Ryan, ACE/Macmillan, 1989).

The Fiske Guide to Colleges (Random House, 1991).

The K&W Guide to Colleges for the Learning Disabled: A Resource Book for Students, Parents, and Professionals (M. Kravets and I.F. Wax, 1992).

The Nonprogrammers Guide to Designing Instruction for Microcomputers (M. Tessmer, D. Jonassen, and D.C. Caverly, Libraries Unlimited, 1990).

The Other Route Into College: Alternative Admission (Random House Reference, 1991).

The Soviet System of Education (E. Popovich and B. Levin-Stankevich, American Association of Collegiate Registrars and Admissions Officers, 1992).

The Taft Directory of Nonprofit Organizations (Taft Group).

The Where to Find It Guide: Higher Education Information (Council for the Advancement and Support of Education, 1988).

The Winning Edge: Maximizing Success in College (D.E. Schmitt, 1991).

The Winning Edge: A Complete Guide to Intercollegiate Athletic Programs, 1990-1991 (F. Killpatrick and J. Killpatrick, Octameron, 1989).

The World of Learning 1992 (Gale, 1992).

The World of Learning, 1989 (Gale, 1989).

Time Out: Taking a Break from School to Travel, Work, and Study in the U.S. and Abroad (R. Gilpin and C. Fitzgibbons, 1992).

To Advance Learning: A Handbook on Developing K-12 Postsecondary Partnerships (University Press of America, 1991).

Transferring Made Easy: A Guide to Changing Colleges Successfully (M.M. Shishkoff, 1991).

Vacation Study Abroad, 1992 (J.S. Steen, Ed., 1992).

When Kids go to College: A Parent's Guide to Changing Relationships (B.M. Newman and P.R. Newman, 1992).

Who's Doing What? A Directory of U.S. Organizations and Institutions Educating About Development and Other Global Issues (1992).

Who's Going to Run General Motors? What College Students Need to Learn Today to Become the Business Leaders of Tomorrow (Peterson's Guides, 1991).

Who's Who Among Scholars in American Community, Technical and Junior Colleges (1986).

Who's Who in Community, Technical, and Junior Colleges, 1991 (American Association of Community and Junior Colleges, 1991).

World List of Universities (International Association of Universities, 1987).

Writing for Successful Publication (K.T. Henson, 1991).

Yearbook of American Colleges and Universities (G. T. Kurian Ed., Garland, 1988).

5. Statistical

1989-1990 Fact Book on Higher Education (C.J. Andersen, D.J. Carter, A.G. Malizio, and B. San, comps., ACE/Macmillan, 1989).

A Statistical Portrait of Higher Education (S. Harris. Ed., 1972).

Digest of Education Statistics 1989 (United States Department of Education, National Center for Education Statistics, 1989).

Digest of Education Statistics 1990 (United States Department of Education, National Center for Education Statistics, 1990).

Financial Statistics and Ratios Series (J. Minter, Ed., Institutional Research Reports).

Projections of Educational Statistics (U.S. Department of Education, National Center for Education Statistics).

Standard Education Almanac (G.L. Gutek, Ed.)

State Higher Education Profiles: 1988 (U.S. Department of Education, National Center for Education Statistics).

The Condition of Education 1989-91 Vol. II (United States Department of Education, National Center for Education Statistics).

Trends in Racial/Ethnic Enrollment in Higher Education: Fall 1978 through Fall 1988 (National Center for Education Statistics, 1990).

6. Bibliographies

Note: ED numbers following a citation indicate that the bibliography is available through ERIC's Resources in Education (see Section 2: "Indexes and Abstracts" above).

A Bibliographic Guide to American Colleges and Universities from Colonial Times to the Present, Mark Beach, ed., 1975—arranged alphabetically by state—(Complements a *Subject Bibliography of the History of American Higher Education*, Mark Beach, ed., 1984).

A Bibliographical Guide to Educational Research, Dorothea M. Berry, ed. 2nd ed., 1980/ 3rd. ed, 1990.

A Bibliography of American Educational History Francesco Cordasco and William W. Brickman, Eds., 1975.

A Guide to Reference Sources in Higher Education, Peter P. Olevnik, ed., 1979. ED 180 288.

A Guide to Sources of Educational Information, 2nd ed., Marda Woodberry, ed., 1982.

A Resource Guide on Blacks in Higher Education (National Association for Equal Opportunity in Higher Education, 1989).

A Subject Bibliography of the History of American Higher Education, Mark Beach, ed., 1984. (Complements *A Bibliographic Guide to American Colleges and Universities from Colonial Times to the Present*, Mark Beach, ed., 1975).

Academic Women and Employment Discrimination: A Critical Annotated Bibliography, Jennie Farley, ed., 1982. ED 220 550.

Affirmative Action and Preferential Admissions in Higher Education: An Annotated Bibliography, Kathryn Swanson, ed., 1981.

Alternative Careers for Ph.D.'s in the Humanities: A Selected Bibliography Christine F. Donaldson and Elizabeth A Flynn, Eds. 1982.

American Education: A Guide to Information Sources, Richard G. Durmin, ed., 1982.

American Educational History: A Guide to Information Sources, Michael W. Sedlak and Timothy Walch, Eds., 1981.

An Annotated and Extended Bibliography of Higher Education Marketing, Karen K. Constantine, ed. (American Marketing Association 1986).

An Annotated Bibliography of Graduate Education Commentary: 1978-1982 (The Council of Graduate Schools in the U.S., 1982).

Annotated Bibliography: Black Student Retention in Higher Education Institutions, F. Myron Dunston et. al., Eds., 1983, ED228 911.

ARBA Guide to Education, Deborah J. Brewer, ed., 1985. *Bibliography on Proprietary Postsecondary Education 1980*, Mary B. Wine, ed., 1980.

Black Access: A Bibliography of Afro-American Bibliographies, Richard Newman, ed., 1984.

Black Higher Education in the United States: A Selected Bibliography on Negro Higher Education and Historically Black Colleges and Universities, Frederick Chambers, ed., 1978.

Characteristics an Needs of Non-Traditional Students: An Annotated Bibliography of Data Based Literature, 1950-1980, Millicent E. Nuver, ed., 1981. ED206 236.

Collective Bargaining in Higher Education and the Professions, Bibliography No. 14, Joel Douglas, Mary Dovovan, and Beth Hillman, comp. (National Center for the Study of Collective Bargaining in Higher Education and the Professions, 1987).

Community Colleges: A Bibliography, Mary Vance, ed., 1982.

Comparative Higher Education: Research Trends and Bibliography, Philip G. Altbach, ed., 1979.

Documentation in Education, Arvid J. Burke and Mary A Burke, Eds., 1967.

Enrollment and Retention in and Desegregation of Postsecondary Education Institutions: An Abridged Bibliography, Jeff E. Smith, ed., 1982. ED 216 667.

Guide to the Literature of Education, Michael Humby, ed., (published at the University of London; strong in European sources, 1975).

Higher Education Bibliography Yearbook, 1988, D. Kent Halstead, ed. (Research Associates of Washington, 1988).

Higher Education Finance: An Annotated Bibliography and Guide to Research, Edward R. Hines and John McCarthy, Eds., 1985.

Higher Education in American Life, 1636-1986: A Bibliography of Dissertations and Theses, Arthur P. Young, comp.

Higher Education Literature: An Annotated Bibliography, Jane N. White and Collins W. Burnett, Eds., 1981.

Higher Education Periodicals: A Directory, Thomas Dyer and Margaret Davis, Eds. (Institute of Higher Education, University of Georgia, 1981).

Higher Education Planning: A Bibliographic Handbook, D. Kent Halstead, ed., 1979.

Higher Education: A Bibliographic Handbook, 2 Vols., D. Kent Halstead, ed., 1981.

Higher Education: Handbook of Theory and Research, 4 Vols., John C. Smart, ed.

International Bibliography of Comparative Education, Philip G. Altback, Gail P. Kelly, and David H. Kelly, Eds., 1981.

Key Resources on Community Colleges: A Guide to the Field and its Literature, Arthur M. Cohen, James C. Palmer, and K. Diane Zwemer, Eds., 1987.

Key Resources on Higher Education Governance, Management and Leadership: A Guide to the Literature, 1988.

Key Resources on Institutional Advancement, A Wesley Rowland, ed., 1987.

Key Resources on Teaching, Learning, Curriculum, and Faculty Development, Robert J. Menges and B. Claude Mathis, Eds., 1988.

Library Research Guide to Education, James R. Kennedy, ed., 1979.

Minority Access to Professional Education: A Selected Bibliography (New York State Education Department, 1981). ED 221084.

NASFAA Annotate Bibliography of Literature on Student Financial Aid (National Association of Student Financial Aid Administrators, 1987).

Religious Colleges and Universities in America: A Selected Bibliography, Thomas C. Hunt and James C. Carper, Eds., 1988.

Religious Seminaries in American: A Selected Bibliography, Thomas C. Hunt and James C. Carper (Garland, 1989).

Research in Higher Education: A Guide to Source Bibliographies, 2nd ed., Richard H. Quay, ed., 1985.

Research on U.S. Students Abroad: A Bibliography with Abstracts, Henry D. Weaver, ed. (Council on International Educational Exchange, 1989).

Resources for Affirmative Action: An Annotated Director of Books, Periodicals, Films, Training Aids, and Consultants on Equal Opportunity, Joan B. Cannon and Ed Smith, Eds., 1982.

Sociology of Education: A Guide to Information Sources, Francesco Cordasco and David N. Alloway, Eds., 1979.

State Boards of Higher Education: A Bibliography, Richard H. Quay, ed., 1980.

The American College Novel: An Annotated Bibliography, John E. Kramer, Jr., ed., 1981.

The Education of Poor and Minority Children, Meryer Weinberg, comp., includes sections on "higher education," 1981.

The Financing of Higher Education: A Bibliographic Handbook, Richard H. Quay and Peter P. Olevnik, Eds., 1984.

The Minority Student in Higher Education: An Annotated Bibliography, Nubra E. Floyd, ed., 1982. ED 237 042.

The Source Book for Higher Education, Warren W. Willingham, ed., 1973.

The World's Students in the United States: A Review and Evaluation of Research on Foreign Students, Seth Spaulding and Michael J. Flack, Eds., 1976.

U. S. Higher Education: A Guide to Information Sources, Franklin Parker and Betty June Parker, Eds., 1980.

Women in Community Colleges, "Sources and Information: Women in the Community College," Judith S. Eaton, ed., 1981.

Women's Education in the United States: A Guide to Information Sources, Kay S. Wilkens, ed., 1979.

Women's Education—A World View: Annotated Bibliography of Books and Reports, Franklin Parker and Better J. Parker Eds., 1981.

7. Funding Sources

Administering Grants, Contracts, and Funds: Evaluating and Improving Your Grants System, David G. Bauer and Mary L. Otto, Eds.

America's Hidden Philanthropic Wealth (details on smaller foundations with potential for significant growth).

Annual Register of Grant Support (arranged by subject categories subdivided by discipline).

Awards, Honors, Prizes (details of over 5,200 awards and prizes. Excluded are fellowships and scholarships, local and regional awards), Paul Wasserman, ed.

College Loans from Uncle Sam: The Borrower's Guide That Explains It All, 1990-91 (University of Nebraska Press, 1990).

Complete Grants Sourcebook for Higher Education, 1985.

Complete Grants Sourcebook for Nursing and Health, 1986.

Corporate 500: The Directory of Corporate Philanthropy, 1987.

Corporate and Foundation Giving to Community Colleges, G. Jeremiah Ryan, ed.

Corporate Foundation Profiles, 1988.

Directory of Biomedical and Health Care Grants, 1989-90, 1989.

Directory of Grants in the Humanities 1988-91 (Oryx Press, AZ).

Directory of Grants in the Physical Sciences, 1987.

Directory of Research Grants (descriptions of more than 2,000 programs), 1989, 1988.

Financial Resources for International Study: A Definitive Guide to Organizations Offering Awards for Overseas Study, Peterson's Guides (Princeton, NJ).

Foundation Fundamentals: A Guide for Grantseekers, 1986.

Foundation Grants Index, 1989 (cumulates grants in *Foundation News*.

Foundation Grants to Individuals (The Foundation Center, 1988).

Funding for Anthropological Research, 1986.

Funding for U.S. Study: A Guide for Foreign Nationals (Institute of International Education Books).

Grants and Fellowships of Interest to Historians (American Historical Association), 1989.

Grants for Higher Education. (The Foundation Center, 1987).

Guide to Federal Grants, 1985.

International Foundation Directory, 1983.

Lively Arts Information Directory, 1985.

Matching Gift Details (Council for the Advancement and Support for Education, 1988).

National Data Book of Foundations: A Comprehensive Guide to Grantmaking Foundations (The Foundation Center, 1989).

National Directory of Arts Support by Private Foundations.

New York State Foundations: A Comprehensive Directory, 1988.

Scholarships, Fellowships, and Grants, for Programs Abroad: A Handbook of Awards for U.S. Nationals for Study or Research Abroad (American Collegiate Service, Houston, 1989).

Taft Foundation Reporter: Comprehensive Profiles and Analyses of Major American Private Foundations, 1985.

The Foundation Directory (describes 2,500 foundations), 1989.

The Grants Register, 1989-1991.

The "How To" Grants Manual: Successful Techniques for Obtaining Private and Public Grants (American Council on Education, 1988).

Fellowship Sources for Higher Education Faculty

This is a selected, annotated list of fellowship and grant sources that offer significant numbers of awards. Details and deadlines vary each year. Please contact the granting organizations for information on the current year's competition. A list of resources on funding may be found in the Higher Education Journals, Reference Aids section of this Almanac.

Edward F. Albee Foundation, Inc.: *William Flanagan Memorial Creative Persons Center Residencies.* Better known as "the Barn," the Flanagan Center is a residence for writers (including playwrights, fiction and nonfiction writers and poets), painters, sculptors, and composers. Duration of residency: one month. (Contact: Edward F. Albee Foundation, Inc., 14 Harrison Street, New York, NY 10013).

Alcohol, Drug Abuse and Mental Health Administration: *Awards*—to encourage qualified physicians, clinical psychologists, social workers, or nurses to pursue careers in alcohol, drug abuse, and mental health research. Candidates must be citizens or permanent residents and must have at least two years of clinical training or experience at the postdoctoral level by the time the award is made. Duration: three years, not renewable. (Contact: National Clearinghouse for Alcohol and Drug information, P.O. Box 2345, Rockville, MD 20847-2345 (for alcohol abuse and alcoholism); Grants Management Officer, National Institute on Drug Abuse, Room 10-25, 5600 Fishers Lane, Parklawn, Rm. 10-104, Rockville, MD 20857 (for drug abuse); or Grants Awards and Operations Section, Grants Management Branch, National Institute of Mental Health, Room 7C-05, 5600 Fishers Lane, Parklawn, Rm. 10-104, Rockville, MD 20857 (for mental health).

American Academy in Rome: *Fellowships*—six months to two years to the Academy in the visual and design arts, musical composition, classical studies, and archaeology, art history, post-classical humanistic studies, and modern Italian studies. Next application deadline: November 15, 1992. (Contact: Fellowships Coordinator, American Academy in Rome, 41 East 65th Street, New York, NY 10021).

American Antiquarian Society: *Resources*—maintains a major research library in American history and culture through 1876. The library's resources are available for research through various in-residence visiting research fellowships. (Contact: A.A.S., 185 Salisbury Street, Worcester, MA 01609-1634).

American Association of University Women Educational Foundation: *American fellowships*—for women to conduct postdoctoral and dissertation research in any field. Stipend ranges from $20,000 to $25,000. *Dissertation fellowships*—must have completed all doctoral requirements except the dissertation defense by November 16, 1992. Stipend: $13,500. *Focus professions*—support for minority women students in final year of graduate study in law, medicine, business. Stipend ranges from $5,000 to $9,500. *Dissertation fellowships*—for doctoral candidates in engineering. Stipend: $13,500. Other fellowships and grants are available. (Contact: A.A.U.W. Education Foundation Programs, 1111 16th Street, N.W., Washington, DC 20036).

American Council of Learned Societies: *Fellowships for full-time research*—by postdoctoral scholars in the humanities or humanistic social sciences. Tenure: two months to one year. Stipend: maximum of $20,000. *New Fellowship Program*—for students working on doctoral dissertations on American Art in the United States.*Grants for Chinese studies*—for social scientific or humanistic research relating to China. Stipend: $25,000 maximum. *Grants for East European studies*—for social scientific or humanistic research relating to Albania, Bulgaria, Czechoslovakia, the former German Democratic Republic, Hungary, Poland, Romania, and Yugoslavia. Stipend: $30,000 maximum. (Contact: Office of Fellowships and Grants, A.C.L.S., 228 East 45th Street, New York, NY 10017-3398).

American Council on Education: *ACE Fellows*—established in 1965, the program identifies and trains future administrators in higher education. Application deadline: November 1. (Contact: Marlene Ross, Director, ACE Fellows Program, ACE, One Dupont Circle, N.W., Washington, DC 20036).

American Historical Association: *James Franklin Jameson Fellowship*—offered to support research in American history in the collections of the Library of Congress by young historians. Stipend:

$10,000. *Albert Beveridge Grants for Research in Western Hemisphere History*—supports ongoing research. Stipend: Not to exceed $1,000. *Fellowship in Aerospace History*—fellows spend six months to one year in the History Office of the National Aeronautics and Space Administration, in pursuit of a proposed research project. Stipend: $25,000. *Littleton-Griswold Grants*—for research in American legal history and the field of law and society. Stipend: $1,000. *Michael Kraus Research Grant in History*—supports research on American colonial history. Stipend: $800. *Bernadotte Schmitt Grants*—supports research in the history of Europe, Africa, or Asia. Stipend: $1,000. (Contact: A.H.A., 400 A Street, S.E., Washington, DC 20003).

American Institute of Indian Studies: *Fellowship Programs*—awards for research on India in foreign currency, in India. (Contact: A.I.I.S., University of Chicago, 1130 E. 59th Street, Chicago, IL 60637).

American Philosophical Society: *Research Grants*—all Fields, open to persons who have held the doctorate at least one year. Stipend: $4,000 Maximum; $3,000—full professors. (Contact: Committee on Research, A.P.S., 104 South Fifth Street, Philadelphia, PA 19106-3387).

American Political Science Association: *Congressional Fellowship Program*—provides opportunities for young and mid-career political scientists to learn more about the legislative process by working as congressional aides for nine months. Condition: Receipt of Ph.D. within last 15 years, or near completion. Special fellowships are available for scholars (Ph.D. within last 15 years, or near completion) with an analytical interest in public policy and in telecommunications. Stipend: $24,000 plus travel expenses. (Contact: Kay Sterling, Administrative Director, *Congressional Fellowship Program*, A.P.S.A., 1527 New Hampshire Avenue, N.W. Washington, DC 20036).

American Scandinavian Foundation: *Fellowships and Grants*—encourages advanced study and research in the Scandinavian countries. *Grants*—normally $2,500, are considered suitable for those who plan a program in Scandinavia of a few weeks or months. *Fellowships*—normally $15,000, are typically for doctoral candidates for an extended period of time. (Contact: Exchange Division, A.S.F., 725 Park Avenue, New York, NY 10021).

American Schools of Oriental Research: *Fellowships*—various programs for both senior and junior scholars to pursue research in the Middle East. (Contact: ASOR, Attn: *Fellowships*, 3301 N. Charles Street, Baltimore, MD 21218).

Association of American Colleges: *National Fellows Program*—enables faculty and administrators to work as professional staff members in AAC's national office. (Contact: Carol Schneider, A.A.C., 1818 R Street, Washington, DC 20009).

John Carter Brown Library: *Various programs*—for scholars at the predoctoral or postdoctoral level who are engaged in advanced research related to the holdings of the Library. The collection consists of primary materials relating to all aspects of the discovery, exploration, settlement, and development of the Americas prior to ca. 1825. (Contact: Director, John Carter Brown Library, Box 1894, Providence, RI 02912).

Mary Ingraham Bunting Institute: *Academic year residential postdoctoral fellowships* and one *Summer residential fellowship*—for women scholars. (Contact: M.I.B.I., Radcliffe College, 34 Concord Avenue, Cambridge, MA 02138).

Business and Professional Women's Foundation: *Fellowships*—various programs for contemporary and historical research on economic issues of importance to today's working woman. (Contact: B.P.W.F., 2012 Massachusetts Ave., Washington, DC 20036).

Center for Advanced Studies in the Behavioral Sciences: *Postdoctoral Fellowships*—up to 50 residential fellowships annually to scholars showing exceptional accomplishment or promise in their respective fields. Candidates are nominated by former Fellows or by senior scholars. (Contact: C.A.S.B.S., 202 Junipero Serra Blvd., Stanford, CA 94305).

Center for Field Research: *Field research projects*—up to 140 of the most significant field research projects worldwide in all appropriate disciplines. Field research includes any research in the sciences and humanities that directly addresses primary sources: natural, artifactual, or archival. Projects must usefully involve, in field assignments, lay volunteer members. Support is principally committed to advanced postdoctoral scholarship, but portions are reserved for affirmative action, as well as excellent projects by younger postdoctoral scholars and, in special cases, graduate students. Project grants average $27,000 and range from $18,000 to $150,000. (Contact: C.F.R., 680 Mt. Auburn Street, P.O. Box 403E, Watertown, MA 02272).

The Center for Hellenic Studies: *In-Residence Junior Fellowships*—provides fellows with the opportunity for study and research on ancient Greek literature, language, history, philosophy, or religion utilizing the Center's classics library. Ph.D. required and some published work. Stipend: $18,000 maximum. Application deadline is November 1 (postmark). (Contact: C.H.S., 3100 Whitehaven Street, N.W., Washington, DC 20008).

The Center for Theoretical Studies: *Postdoctoral Residents*—for recent doctoral graduates with interests and expertise in theoretical aspects of the physical sciences or the history and philosophy of science. Positions in residence at the University of Miami are generally tendered for a period of one year and may be renewed. Residents are free to pursue their own work and will have the opportunity to interact with Fellows of the Center, senior scientists of great distinction. (Contact: C.T.S., University of Miami, P.O. Box 249055, Coral Gables, FL 33124).

Columbia Society of Fellows in the Humanities: *Fellowships*—designed to enhance the role of the humanities by exploring and clarifying the interrelationships within the humanities, as well as their relationship to the natural sciences and the professions. *Postdoctoral fellowships*—for scholars who received the doctorate within the past seven years. Fellows teach in the undergraduate program in general education. Stipend: $31,000 (Contact: Director, S.F.H., Heyman Center for the Humanities, Box 100, Central Mail Room, Columbia University, New York, NY 10027).

Committee on Scholarly Communication with the People's Republic of China: *Fellowship / Support*—for advanced graduate students, postdoctoral scholars, and senior scholars, in the social sciences and humanities to undertake long term study and research, or short term exploratory visits at Chinese universities and research institutes. Also supports scholars who present research results at conferences in China. (Contact: CSCPRC, National Academy of Sciences, 2101 Constitution Avenue, N.W., Washington, DC 20418).

Cooperative Institute for Research in Environmental Sciences: *One-year visiting fellowships*—to scientists with research interests in atmospheric chemistry, atmospheric and climate dynamics, environmental chemistry and biology, environmental measurements and instrumentation, remote sensing, and global change. *Awards*—may be made to senior scientists, including those on sabbatical leave, or to recent Ph.D. recipients. Stipend: averages

$26,500 for 12 months. (Contact: Prof. Robert Sievers, Director, CIRES, *Visiting Fellow Program*, Campus Box 216, University of Colorado, Boulder, CO 80309).

Council for International Exchange of Scholars: *Fulbright Scholar Program*—university lecturing and research awards for postdoctoral scholars in all fields. Opportunities vary for each country. (Contact: C.I.E.S., 3007 Tilden Street, N.W., Suite 5M, Washington, DC 20008-3009).

Council on Library Resources: *General Program*—sponsors a wide-ranging program of research and analysis concerning all aspects of library and information service operations. As an operating foundation, the Council both manages its own programs and grants funds to others—academic institutions, organizations, and individuals. *Cooperative Research Program*—for research projects proposed jointly by librarians and faculty members in library science or, when appropriate, other pertinent disciplines. Stipend: $4,000 maximum. *CLR Fellows Program*—for professional staff members of academic, research, and public libraries who wish to undertake research, conduct analytical studies pertinent to library operations and information services or pursue other professional projects of importance. *Academic Library Management Intern Program*—offered biennially, for librarians who have an interest in the administration of large libraries and who wish to improve their management skills with an eye toward professional advancement. (Contact: C.L.R., 1785 Massachusetts Ave., N.W., Suite 313, Washington, DC 20036).

Cushwa Center for the Study of American Catholicism: *Hibernian Research Awards*—for the study of the Irish in the U.S. Stipend: $2,000. *Research Fellowship Program*—research fellows are provided offices in the Cushwa Center and have access to the university library and archives. The Center provides no funding for research fellows. *Research Travel Grants*—assists postdoctoral scholars of any academic discipline to defray travel and lodging costs in projects which require substantial use of the collections of the library and/or archives of the University of Notre Dame. Deadline for *Hibernian Award* and *Travel Grants* is Dec. 15 each year. Deadline for *Research Fellowship* is Jan. 15 and April 15 of each year. *Dissertation fellowships in the History of U.S. Hispanic Catholics*—three $12,000 fellowships to aid graduate students in their final year of writing on any aspect of U.S. Hispanic Catholic history. Applications must be requested by November 1 and sent in by January 1. *Summer Research Stipends in the History of U.S.*

Hispanic Catholics—Three $5,000 stipends to free postdoctoral scholars from summer teaching duties for research in any aspect of U.S. Hispanic Catholic history. Deadline for applications is December 15. (Contact: Director, Cushwa Center, 614 Hesburgh Library, Notre Dame, IN 46556).

Lady Davis Fellowship Trust: *Postdoctoral* and *Fellowships*—for study, research, or teaching. *Postdoctoral Awards* tenable at the Hebrew University of Jerusalem and the Technion-Israel Institute of Technology, Haifa for the academic year. *Fellowships* are for a period of one or two years and may be extended. (Contact: L.D.F.T., P.O. Box 1255, Jerusalem, Israel).

Shelby Cullom Davis Center for Historical Studies: *Fellowships*—for scholars to pursue research and attend the Seminar of the Davis Center. Eligible applicants are younger scholars who have finished their dissertations and have a full-time position to which they can return; and senior scholars with established reputations. The 1992-1994 subject of the Seminar of the Shelby Cullom Davis Center for Historical Studies at Princeton University will be "proof and persuasion." (Contact: S.C.D.C.H.S., Princeton University, 129 Dickenson Hall, Princeton, NJ 08544).

Dumbarton Oaks: *Fellowships*—residential fellowships in Byzantine studies, including related aspects of late Roman, early Christian, Western Medieval, Slavic, and Near Eastern studies; Pre-Columbian studies; and studies in landscape architecture. Project support also available in these areas. (Contact: Office of the Director, Dumbarton Oaks, 1703 32nd Street, N.W., Washington, DC 20007).

Earhart Foundation: *Fellowship Research Grants*—for advanced postdoctoral research in the social sciences or history. Proposals should advance knowledge through teaching, lecturing, and publication. Stipend: up to $20,000. (Contact: E.F., Plymouth Building, Suite 204, 2929 Plymouth Road, Ann Arbor, MI 48105).

East-West Center: *Fellowships*, *Internships*, and *Scholarships*—for graduate students at the University of Hawaii. E.W.C. was established to promote better relations and understanding among the people of Asia, the Pacific and the U.S. through collaborative endeavors on common problems. The Center provides study, training, and research opportunities related to its institutes and programs. (Contact: Award Services Officer, E.W.C., Burns Hall 2066, 1777 East-West Road, Honolulu, HI 96848).

Educational Testing Service: *Postdoctoral Fellowship Program*—10 month awards for research in: psychometrics, cognitive psychology, educational psychology, statistics, higher education, technology, occupational/vocational testing, minority issues, testing issues, or policy studies. Stipend: $27,000. (Contact: Margaret B. Lamb, E.T.S., Mail Stop 30-B, Princeton, NJ 08541).

Eppley Foundation for Research, Inc.: *Grants*—supports postdoctoral research in advanced scientific subjects. Ordinarily the grants are for one year only. Stipends average $15,000 per year and are seldom awarded for more than one year. (Contact: Huyler C. Held, Secretary, E.F.R., 575 Lexington Avenue, New York, NY 10022).

Ford Foundation Postdoctoral Fellowships for Minorities: *Postdoctoral Fellowships*—awarded to U.S. citizens or nationals who are members of the following minority groups: American Indian/Alaska Native (Eskimo and Aleut), Black/African American, Mexican American/Chicano, Native Pacific Islander (Micronesian and Polynesian), and Puerto Rican. Awards are made to Ph.D. or ScD. holders who have received their doctoral degrees within the last seven years in the behavioral and social sciences, humanities, engineering, mathematics physical sciences, and biological sciences, or for interdisciplinary programs composed of two or more eligible disciplines. Stipend: $25,000. (Contact: The Fellowship Office, GR 420A, National Research Council, 2101 Constitution Avenue Washington, DC 20418).

Fund for the Improvement of Postsecondary Education: *The Comprehensive Program*—proposals aimed at encouraging the reform, innovation, and improvement of postsecondary education and providing equal educational opportunity for all. Areas of interest include, but are not limited to curricular reform, teacher education reform, graduate and professional education, faculty, staff and organizational development, education for a changing economy, and uses and implications of the new technologies. (Contact: FIPSE, 7th and D Streets, S.W., Washington, DC 20202).

German Marshall Fund of the United States: *Research Fellowships*—projects that seek to improve the understanding of significant contemporary economic, political, and social developments involving the United States and Europe. Duration: three months to a year. Stipend: maximum of $30,000 per year plus $2,000 travel. (Contact: G.M.F., 11 Dupont Circle, N.W., Washington, DC 20036).

Gerontological Society of America: *Postdoctoral Technical Assistance Program*—matches academic gerontologists and agencies serving the elderly that need technical assistance. Duration: three months (summer). Stipend: $6,500. (Contact: Program Director, GSA, 1275 K Street, N.W., Suite 350, Washington, DC 20005).

William T. Grant Foundation: *Research Grants*—to improve children's mental health, defined broadly. Supports research in any medical or social-behavioral scientific discipline on the development of school-age children, adolescents, and youth. *Faculty Scholars Program*—to support young investigators in a variety of disciplines who early in their careers make a commitment to improving the lives of children by undertaking a program of research to understand the causes and consequences of factors which compromise children's and youth's healthy development. Nominations, by institutions, of faculty in first rank of appointment. Stipend: to applicant's institution of up to $35,000 per year for five years. (Contact: Robert J. Haggerty, M.D., President, William T. Grant Foundation, 515 Madison Avenue, New York, NY 10022-5403).

John Simon Guggenheim Foundation: *Fellowships*—assists scholars and artists engaging in research in any field of knowledge and creation in any of the arts. Successful candidates ordinarily will have demonstrated exceptional capacity for productive scholarship or exceptional creative ability in the arts. (Contact: John Simon Guggenheim Memorial Foundation, 90 Park Avenue, New York, NY 10016).

Hagley Museum and Library: *Research Fellowships*—for study at Hagley's Center for the History of Business, Technology, and Society. Stipend: $27,5000 maximum. *Grants-in-Aid*—for short-term research in the imprint, manuscript, pictorial, and artifact collections of the Hagley Museum and Library. Stipend: up to $1000 per month. (Contact: Dr. Patrick B. Nolan, Executive Administrator, Center for the History of Business, Technology, and Society, H.M.L., Box 3630, Wilmington, DE 19807).

Harvard University Divinity School: *Women's Studies in Religion Program*—intended for those with doctorates in religion and those with primary competence in other humanities, social science, or public policy fields who have a serious investment in religion. The program supports scholars who are conducting research on religion, gender, and culture. Applications from scholars with competence in the study of women and religion are welcomed. (Contact: Constance H. Buchanan, Associate Dean, H.D.S., 45 Francis Avenue, Cambridge, MA 02138).

Johns Hopkins Program in Atlantic History, Culture and Society: *Fellowships*—interdisciplinary approaches to the history and culture of the Atlantic coast, Africa, Luso-Spanish America, and the Caribbean. *Visiting Fellowships*—available, non-stipendary. (Contact: Michel-Rolph Trovillot, Director, Program in Atlantic History, Culture and Society, J.H.U., Baltimore, MD 21218).

George A. and Eliza Gardner Howard Foundation: *Seven one-year Fellowships*—for scholars engaged in full-time independent research projects rotate the fields of creative writing, literary criticism, comparative literature, language and literature, history, anthropology, political science, sociology, archaeological studies, history of science, philosophy, religious studies, art, history and fine arts (including painting, sculpture, musicology, music composition, photography, and film). The competition for 1993 will be in the fields of history, anthropology, political science, and sociology. Applicants should be in the middle stages of their careers (between the ages of 25-45) and be eligible for sabbatical or other leave from their institutions. Application is through institutional nomination (two nominees per institution). Stipend: $18,000. (Contact: Donald G. Rohr, Administrative Director, Howard Foundation, Box 1956, Brown University, Providence, RI 02912).

Alexander von Humboldt Foundation: *Humboldt Fellowships*—research projects in the Federal Republic of Germany conducted by highly qualified foreign scholars up to 40 years old. Stipend: 3,000 to 3,800 DM per month. *Research Awards*—to distinguished U.S. scientists, including engineering and medicine and humanities scholars of all nations. (Contact: Alexander von Humboldt Foundation, Suite 903, 1350 Connecticut Avenue, N.W., Washington, DC 20036).

Institute for Advanced Study: *Appointments*—postdoctoral scholars of unusual ability and achievement who wish to pursue independent work in residence (from one term to two years) at one of its four schools: Mathematics, Natural Sciences, Historical Studies, and Social Sciences. Senior scholars of well- established reputation are balanced against younger applicants who have promise but fewer publications. Awards are generally for the academic year; but occasionally for longer or for one term only. About half the members receive support from the Institute: the other half are supported by their own institutions or outside grants. (Contact: The administrative office of the specific school, I.A.S., Olden Lane, Princeton, NJ 08540).

Institute for Educational Leadership: *Education Policy Fellowship Program*—a year-long opportunity for mid-career individuals to examine public policy and leadership and to increase their capacity to exercise leadership in a variety of settings. Fellows remain in their full-time positions and are financially supported by their employing agencies. (Contact: Mara Ueland, *Education Policy Fellowship Program*, 1001 Connecticut Avenue, N.W., Washington, DC 20036).

Institute for European History: *Fellowships*—to promote research on the reformation and the history of Europe from the 16th century to the present. The Institute annually awards twenty fellowships to young historians from Europe and abroad. Fellows reside in Mainz, Germany. Candidates must have a thorough command of German and be either at the advanced stages of their dissertation or already in possession of their doctorate. Duration: six months to a year. Stipend: between $700 and $900 a month. (Contact: Professor Karl Otmar Freiherr von Aretin, Direktor der Abteilung Universalgeschichte, and Professor Peter Manns, Direktor der Abteilung Religionsgeschicht, both at: D-6500 Mainz, Alte Universitatsstrasse 19, West Germany).

Japan Foundation Fellowship Program: *Professional Fellowship*—for scholars or professionals with substantial experience who wish to conduct research in Japan. Research must be substantially related to Japan and within the social sciences and humanities. Fellowships are available for periods ranging from two to twelve months. *Dissertation Fellowship*—for doctoral candidates in the humanities and social sciences who wish to conduct dissertation research in Japan. Must have completed all requirements for Ph.D. except doctoral dissertation and be proficient in Japanese. Dissertation topic must be substantially related to Japan Fellowships are available for periods ranging from four to 14 months. (Contact: Japan Foundation, 152 W. 57th Street, New York, NY 10119).

The W.K. Kellogg Foundation: *National Fellows Program*—a three-year program designed for individuals in the early years of their professional careers. The program assists future leaders in developing skills and competencies that transcend traditional disciplinary and professional methods of addressing problems. To this end, the program provides experiences that equip participants to address social issues in agriculture, education, health and other fields. Fellows are expected to spend about one-fourth of their time on Fellowship-related activities including a self-designed learning plan for personal and professional improvement as well as group seminars. Grant: up to $35,000 plus 12.5 percent of the Fellow's annual salary reimbursed to qualifying employers. (Contact: *National Fellowship Program*, W.K. Kellogg Foundation, One Michigan Avenue East, Battle Creek, MI 49017-4058).

Lady David Fellowship Trust: *Postdoctoral Awards*—for study, research, or teaching tenable at the Hebrew University of Jerusalem and the Technion-Israel Institute of Technology, Faifa for the academic year. *Fellowships*—are for a period of one or two years and may be extended. (Contact: L.D.F.T., PO Box 1255, Jerusalem, Israel).

Memorial Foundation for Jewish Culture: *Scholarly, literary, or art*—projects in a field of Jewish specialization. Stipend: $1,000 to $4,000 per academic year; renewable. (Contact: Dr. Jerry Hochbaum, Executive Vice President, M.F.J.C., 15 E. 26th Street, Room 1901, New York, NY 10010).

Metropolitan Museum of Art: *Chester Dale Fellowships*—for scholars under age 40 whose fields are related to the fine arts of the western world. *Andrew W. Mellon Fellowships*—for promising young scholars with research projects related to the Museum's collections, as well as for distinguished American and foreign visiting scholars who can serve as teachers and advisers and make their expertise available to catalog and refine the collections. *J. Clawson Mills Scholarships*—one-year research projects in any branch of the fine arts related to the Museum. Generally reserved for mature scholars of demonstrated ability. Other fellowships are available. (Contact: Fellowship Program, Office of Academic Programs, M.M.O.A., Fifth Avenue and 82nd Street, New York, NY 10028).

National Academy of Education: *Postdoctoral Fellowship Program*—for recent recipients of the doctorate doing research on issues relevant to the improvement of education in all of its forms. (Contact: Debbie Leong-Childs, N.A.E., Stanford University, School of Education, CERAS-507G, Stanford, CA 94305-3084).

National Council of Teachers of English: *Grants*—for research on the teaching and learning of English and the language arts. (Contact: NCTE, 1111 Kenyon Road, Urbana, IL 61801).

National Education Association: *National Foundation for the Improvement of Education*—a nonprofit, tax-exempt foundation created and supported by members of the National Education Association. The foundation's current programs support K-12 education. Higher education faculty are encouraged to join K-12 teachers in developing, implementing, and eveluating programs that benefit public school students. The teacher designed and led projects NFIE supports are exemplary, innovative models that may also be of research interest to those in higher education. (Contact: N.F.I.E., 1201 16th Street, NW, Washington, DC 20036).

National Endowment for the Arts: *Fellowships and International Exchange Programs*—numerous programs. (Contact: Public Information Office, N.E.A., 1100 Pennsylvania Avenue, N.W., Washington, DC 20506).

National Endowment for the Humanities: *Fellowships for College Teachers and Independent Scholars, Summer Stipends, Study Grants for College and University Teachers*, and *Travel to Collections*—travel to research collections of libraries, archives, museums, or other repositories. Many programs—request the "Overview" brochure that describes all funding possibilities. (Contact: Public Affairs Office, Room 406, N.E.H., 1100 Pennsylvania Ave., N.W., Washington, DC 20506).

National Geographic Society: *Grants for Field-Based Scientific Research*—through the Committee for Research and Exploration, provides grants-in-aid for basic, original, scientific field research covering a broad spectrum of disciplines from anthropology to marine zoology. Particular emphasis is placed on multi-disciplinary projects of an environmental nature. Grants normally are made only for field research. Investigators of advanced degrees (Ph.D. and above), and associated with institutions of higher learning or other scientific and educational non-profit organizations or museums are eligible to apply. Applicants must allow eight months betwen the date and application is submitted and when a project is to begin. The Society does not provide fellowships or pay tuition at any level. (Contact: Steven S. Stettes, Secretary, Committee for Research and Exploration, N.G.S., 17th and M Streets, N.W., Washington, DC 20036).

National Humanities Center: *Fellowships*—to postdoctoral scholars in history, philosophy, languages and literature, classics, religion, history of the arts, and other liberal arts. Also eligible: social scientists, natural scientists, and others whose work has a humanistic dimension. Scholars should be engaged in work significantly beyond the revision of a doctoral dissertation. Fellows work at the Center where they have private studies, and library and manuscript typing services. Tenure: mostly for entire academic year; one semester possible. Salary: individually determined. (Contact: *Fellowship Program*, N.H.C., P.O. Box 12256, Research Triangle Park, NC 27709).

National Institutes of Health: *Academic Research Enhancement Award*—funding for feasibility studies, pilot studies, and other small-scale research projects. Stipend: Up to $75,000 in direct costs, plus applicable indirect costs for a period not to exceed 36 months. *Small Grant Awards*—provide research support, specifically limited in time and amount, for activities that would provide a basis for more extended research. Many other programs. (Contact: Office of Grant Inquiries, Room 449, Westwood Building, Division of Research Grants, N.I.H., Bethesda, MD 20892).

National Institute of Justice: *Research and Development*—to improve and strengthen the criminal justice system and related civil justice aspects. *Visiting fellowships*, *Graduate Research Fellowships*, and *Summer Research Fellowships* are also available. (Contact: National Institute of Justice, P.O. Box 6000, Rockville, MD 20850).

National Research Council: *Predoctoral Fellowships for Minorities*—approximately 55 three-year predoctoral fellowships and 20 one-year dissertation fellowships to American Indians, Alaskan Natives (Eskimo or Aleut), Black/African American, Mexican American/Chicanos, Native Pacific Islanders (Polynesians or Micronesians) and Puerto Ricans. Each predoctoral fellowship will include an annual stipend of $11,500 to the Fellow for each of the three years, and an annual institutional grant of $6,000. Dissertation fellows will receive a stipend of $18,000; stipend payments will be made through fellowship institutions. *Postdoctoral Fellowships For Minorities*—approximately 25 Ford Foundation fellowships for continued education and experience in research for American Indians, Alaskan Natives (Eskimo or Aleut), Black/African Americans, Mexican Americans/Chicanos, Native Pacific Islanders (Micronesians or Polynesians), and Puerto Ricans. Tenure is 9-12 months but may not exceed 12 months. Stipend: $25,000 (plus relocation allowance: $3,000). (Contact: National Research Council, Office of Scientific and Engineering Personnel, 2101 Constitution Avenue, Washington, DC 20418).

National Science Foundation: *Graduate Fellowships*—for beginning graduate students in science, mathematics, and engineering fields. *Minority Graduate Fellowships*—for members of ethnic minorities underrepresented in science and engineering fields. *Women in Engineering*—awards for women who seek graduate degrees in the field of engineering. Stipend: $14,000 for all fellowships. (Contact: The Fellowship Office, National Research Council, 2101 Constitution Avenue, Washington, DC 20418).

Newberry Library: *Fellowships*—support for exchange programs, research in residence, and writing relevant to the Newberry Library collections. Fellowships generally support research in residence at the library by independent, doctoral, or post-doctoral scholars. The library's holdings include a collection on the humanities within Western civilization from the late Middle Ages to the early twentieth century. (Contact: Committee on Awards, N.L., 60 West Walton Street, Chicago, IL 60610).

Organization of American States: *Fellowship Program*—for advanced study or research in any field, except the medical sciences, with priority given to the studies, research, and training necessary for the expansion of human productivity. For citizens or permanent residents of OAS countries. (Contact: Department of Fellowships and Training, O.A.S., Washington, DC 20006).

Population Council: *Population Fellowships in the Social Sciences*—fellowships are awarded annually in the field of population studies (including demography and biostatistics) or for study plans in population in combination with a social science discipline. *Graduate Awards*—open to Ph.D. candidates at the dissertation research or writing stage in population sciences. *Postdoctoral Study Awards*—are open to scholars who wish to undertake advanced research and training with population specialization. *Mid-career Study Awards*—are open to scholars with substantial professional experience who wish to undertake a specific plan of training and study to update and strengthen their professional skills. (Contact: Manager, *Fellowship Program*, P.C., One Dag Hammarskjold Plaza, New York, NY 10017).

Research Corporation: *Cottrell College Science Grants*—supports research with undergraduates in non-Ph.D. departments of astronomy, chemistry, and physics. *Research Opportunity Awards*—research by mid-career scientists in Ph.D. astronomy, chemistry, or physics departments to explore new areas of experimental research. *Partners in Science*—research partnerships between high school science teachers and collegiate scientists (chemistry and physics/astronomy) during the summer. *General Foundation Grants*—projects in the natural sciences that may be of special interest to the foundation. (Contact: Awards Program, Research Corporation, 6840 East Broadway Boulevard, Tucson, AZ 85710).

Resources for the Future: *Gilbert F. White Postdoctoral Resident Fellowship Program*—intended for professionals who conduct investigations of social or public policy issue in natural resources, energy, or the environment. Open to all who have completed the work for a doctorate. Stipend: $35,000, plus $1,000 expenses. *The RFF Small Grants Program*—awards for research related to the environment, natural resources, or energy. Tenure: between two months and two years. Stipend: $30,000 maximum. (Contact: R.F.F., 1616 P Street, N.W., Washington. DC 20036).

The Rockefeller Foundation: *Fellowships in the Humanities*—for scholars whose research furthers understanding of contemporary social and cultural issues and extends international and intercultural scholarship. Fellowships are offered as residences at host institutions selected for their potential to promote individual scholarship in the humanities. Host institutions include academic departments, area studies, and other interdisciplinary programs, museums, and research libraries. Information about eligibility is available from each host institution. (For a list of host institutions, contact: R.F., address below). *Social Science Research Fellowships in Agriculture or Population Studies*—preference given to young social scientists with interests in international development. Fellows develop and carry out research for two years at developing country universities, and international agricultural research institutions. Stipend: salary of a beginning assistant professor. (Contact: Joseph R. Bookmyer, Manager, Fellowship Office, R.F., 1133 Avenue of the Americas, New York, NY 10036).

School of American Research: *Resident Scholar Fellowship Program*—for advanced (pre- and post-doctoral) studies in anthropology and related fields. Tenure: September 1-May 30. Application deadline: December 1. (Contact: Resident Scholar Program, S.A.R., Box 2188, Santa Fe, NM 87504).

Sigma Xi: The Scientific Research Society: *Grants-in Aid of Research*—research awards are made to individuals in any scientific discipline. Preference is given to applicants in the early stages of their careers. Stipend: ranging from $100 to $1,000. Deadlines: February 1, May 1, and November 1. (Contact: Sigma Xi, Committee on *Grants-in-Aid of Research*, PO Box 13975, 99 Alexander Drive, RTP, NC 27709).

Alfred P. Sloan Foundation: *Sloan Research Fellowships*—for basic research in chemistry, mathematics, physics, economics, or neuroscience, or in a related field. Nominations may be submitted by senior scientists who are in a position to identify unusually promising younger colleagues. Candidates must be members of the regular faculty. The upper age limit for candidates is 32. Stipend: $30,000. (Contact: Program Administrator, *Sloan Research Fellowships*, A.P.S.F., 630 Fifth Avenue, New York, NY 10111).

Smithsonian Institution: *Fellowships and Grants*—programs including in-residence fellowships in anthropology (including archaeology), astrophysics and astronomy, earth sciences and paleobiology, ecology, behavioral, and environmental sciences (including an emphasis on the tropics), evolutionary and systematic biology, history of science and technology, history of art (especially American contemporary), African and Asian art, twentieth-century American crafts and decorative arts, and social and cultural history and folklife of the United States. Many other programs. (Contact: Pamela Hudson, Program Assistant, Office of Fellowships and Grants, S.I., 955 L'Enfant Plaza, Room 7000, Washington, DC 20560).

Social Science Research Council: *Grants for Advanced International Area and Regional Research*—supports research in one country, and comparative research. Current area programs: Africa, all regions of Asia, Near and Middle East, and Latin America. *MacArthur Foundation Fellowships in International Peace and Security*—intended to foster critical thinking and the testing of established assumptions about peace and security. Postdoctoral scholars from the physical and biological sciences and the social and behavioral sciences are eligible. *Advanced Research Fellowships in Foreign Policy Studies*—supports research on U.S. foreign policymaking processes that takes account of the interplay of political, economic social, and international forces that are believed to influence policy making. *Fellowships and Grants for Research on the Urban Underclass*—supports research on the structure and processes that generate, maintain, and overcome the conditions and consequences of persistent urban poverty in the U.S. Many other programs. (Contact S.S.R.C., Fellowships and Grants, 605 Third Avenue, New York, NY 10158).

The Spencer Foundation: *Programs*—for basic research in education. (Contact: Spencer Foundation, 900 N. Michigan Ave., Suite 2800, Chicago, IL 60611).

Stanford Humanities Center: *Faculty Fellowships*—for junior and senior scholars to spend a year at the Center. Junior scholars should be at least three years beyond completion of the Ph.D. at the time of application. (Contact: S.H.C., Mariposa House, Stanford University, Stanford, CA 94305- 8630).

The Tinker Foundation: *Institutional Grants Program*—for topics and activities related to Ibero-America, Spain, or Portugal or Antarctica. Priority is given to work in economic policy and governance, environmental policy, and the research, training, and public outreach activities associated with these areas. Emphasis is placed on those activities which offer innovative solutions to many of the problems facing these regions and which incorporate new mechanisms for addressing environmental, economic, political, and social issues. Activities may include research projects, conferences and workshops, and the training of specialists at the postgraduate level. Awards: $5,000 to over $100,000 (renewable). (Contact: T.F., 55 East 59th Street, New York, NY 10022).

The Twentieth Century Fund: *Commissioned Research Projects*—on public policy issues including: U.S. foreign policy; global politics and economics; economics, finance and government regulation; urban affairs and poverty; and communications and information. Stipend: all reasonable costs. The Twentieth Century Fund is a non-profit operating foundation. (Contact: Assistant Director for Research, T.C.F. 41 East 70th Street, New York, NY 10021).

UCLA Institute of American Cultures: *Fellowship Awards*—for both recent Ph.D. recipients and senior scholars for American Indian, Asian American, Chicano, and Afro-American studies. (Contact: I.A.C., UCLA, Los Angeles, CA 90024-1405).

Virginia Center for the Humanities: *Individual and Collaborative Residencies*—to assist scholars and teachers; library, museum, and media professionals; and citizens working in the humanities to interpret modern society and to improve the quality of public discourse. Eligibility: Virginia residents working in any area of the humanities and non-state residents who proposed work on a subject of special relevance to Virginia. Stipends: up to $3,000 per month; residencies available for one month to one semester (Contact: Virginia Foundation for the Humanities, 145 Ednam Drive, Charlottesville, VA 22901).

Weizmann Institute of Science: *Postdoctoral Fellowships*—the Feinberg Graduate School of the Weizmann Institute offers about 20 one-year fellowships per year in all areas of research in which the Weizmann Institute is engaged. The fellowships are open to citizens of all countries. (Contact: Roni Golan, Secretary, Feinberg Graduate School, W.I.S., Box 26, Rehovot 76100, Israel).

Woodrow Wilson International Center for Scholars: *Residential fellowships*—awards 35 residential fellowships for advanced research in the humanities and social sciences. Applicants must hold the doctorate or equivalent. Fellowships are normally for an academic year. In determining stipends, the Center seeks to follow the principle of no gain/no loss in terms of a Fellow's previous salary. However, limited funds make it desirable for most applicants to seek supplemental sources of funding such as sabbatical support or grants from other sources: in no case can the Center's stipend exceed $52,000; the average yearly stipend is approximately $38,000. Travel expenses for Fellows, spouses, and dependent children are provided. (Contact: Fellowships Office, W.I.C., Washington, DC 20560). The Woodrow Wilson International Center for Scholars also offers *Residential fellowships to citizens of all countries*. (Contact: Roni Gola, Secretary, Feinberg Graduate School, W.I.S., Box 26, Rehovot 76100, Israel).

Carter Woodson Institute for Afro-American and African Studies at the University of Virginia: *Research in Progress*—for completion of research in progress in the humanities and social sciences on Africa, Africans, and peoples of African descent. Stipend: $12,500 (predoctoral); $25,000 (postdoctoral). (Contact: William E. Jackson, Associate Director for Research, Carter G. Woodson Institute for Afro-American and African Studies, The University of Virginia, 1512 Jefferson Park Avenue, Charlottesville, VA 22903).

NEA and Higher Education

Higher Education Reform: NEA Policy Statements

The 1980s have been a time of higher education reform ferment. In 1986, the NEA Executive Committee endorsed the report of an advisory group on reform in higher education. The group reviewed basic NEA policies in light of questions and concerns raised by the reform movement.

These policy statements are considered an elaboration of existing NEA policy resolutions as adopted by the NEA Representative Assembly over the years.

The NEA Standing Committee on Higher Education has also issued a report on part-time, temporary, and nontenure track faculty appointments. NEA is also publishing a series of detailed studies and handbooks on several of these and related issues for use on the state and local levels in public relations, political action, and institutional policymaking.

In 1989 the NEA Executive Committee adopted the statement on "Community College Governance." The statement is considered an elaboration of the "Faculty Governance" statement.

The statements are offered to the academic community for discussion. All members are encouraged to send their comments to the NEA Office of Higher Education, 1201 16th Street, N.W., Washington D.C. 20036.

1. Academic and Intellectual Freedom and Tenure in Higher Education

The National Education Association affirms that academic and intellectual freedom in institutions of higher education are best protected and promoted by tenure, academic due process, and faculty self-governance. Such protection is enhanced by including—where possible—these items in a collectively bargained contract enforced by binding arbitration.

NEA is concerned that certain invidious patterns of hiring and retaining academic faculty are undermining tenure. Examples of these patterns and practices include: the widespread and excessive use of part-time faculty, misuse of temporary contracts, renewable term ("rolling") contracts, excessive probationary periods, tenure quotas, and post-tenure review procedures. All of these practices threaten the job security vital to academic and intellectual freedom.

NEA is especially concerned that these practices are often the result, directly or indirectly, of improper governmental intervention. NEA believes that the studies associated with the current attempts to reform higher education, especially at the state level, are to often insensitive to academic and intellectual freedom and tenure. According to the U.S. Supreme Court, academic freedom in institutions of higher education is essential to preserving American democracy. NEA considers intellectual freedom also as a basic right of all citizens, teachers included. In the terms of the 1940 "Statement on Principles of Academic Freedom and Tenure" (endorsed by more than 100 professional and scholarly associations, including the NEA's higher education department in 1950, reaffirmed in 1985):

> Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends on the free search for truth and its free exposition.
>
> Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher and of the student in freedom in learning.

Academic freedom also includes the rights of scholars to publish freely the results of their research, to participate in the governance of the institution, advance in their profession without fear of discrimination and, when necessary, to criticize administrators, trustees, and other public officials without recrimination. College and university faculty and staff should have rights identical to other citizens, including the right to assist colleagues whose academic freedom and professional rights have been violated.

Tenure, academic due process, and faculty self-governance promote stability, continuity, and a scholarly environment on campus. These conditions are critical to protecting academic and intellectual freedom, and to enhancing higher education's ability to recruit into teaching individuals who might choose a more profitable career elsewhere.

Tenured status is usually earned after a probationary period not to exceed seven years. Practices vary, but most faculty members are awarded tenure only after a rigorous peer evaluation of their teaching, research, and service on specific criteria properly adopted by their programs or department, and general criteria adopted by the faculty of the institution. During the probationary period, untenured faculty members should enjoy the same degree of academic and intellectual freedom as their tenured colleagues, and be made aware of the specific and general criteria to be applied to their evaluation for promotion and tenure. In this system, any attempt to legislate tenure criteria for an entire state would be inappropriate and counterproductive.

Tenure may be defined as the expectation of continuing, indefinite, or permanent appointment in the institution. The courts generally recognize tenure as a right of property, that under the Fourteenth Amendment cannot be alienated from a teacher except by academic due process appropriate to the institution. The courts generally recognize tenure as a right of property, that under the Fourteenth Amendment cannot be alienated from a teacher except by academic due process appropriate to the institution and for just cause. Academic due process is usually a part of a system of faculty self-governance and evaluation that has been established by faculty by-laws, constitutions, and collective bargaining contracts. The courts have generally accepted a judicial form of due process similar in most respects to legal proceedings before a court of law. In such a proceeding the burden is clearly on the administration to prove beyond reasonable doubt that a tenured faculty member should be dismissed or suffer serious sanction for incompetency or other just cause.

Tenure and academic due process—when accompanied by a proper system of faculty self-governance—protect the rights of all faculty members, tenured or untenured. Tenure does not necessarily impose a strict seniority system on a college or university to be followed if financial exigency requires a reduction in the size of the faculty and academic staff, unless the faculty and administration agree to such a system. The tenure system should accommodate affirmative action goals along with the need for academic integrity of programs and departments. Academic appeals and grievance procedures should exist to eliminate capricious and arbitrary decisions, as faculty members exercise the right to challenge tenure and promotion decisions allegedly based on discrimination.

Today, NEA finds that the excessive use of part-time faculty members undermines academic and intellectual freedom, tenure, and educational quality. These faculty members are obliged frequently to work for substandard compensation, without job security or recourse to grievance procedures, under conditions that often place at risk the value of the education being provided to their students. NEA reaffirms its previous resolution (F-40) "Misuse of Part-time Faculty," while linking this problem to other problems that confront higher education.

NEA also views the excessive use of academic appointments on temporary, nontenure track, and/or multiple long-term contracts as undermining academic and intellectual freedom, tenure, and the quality of our educational institutions. Teachers and scholars who are subjected to lengthy or continuous probationary status are less likely ever to exercise freely their rights as citizens and as teachers.

NEA also sees tenure quotas (arbitrary limits on the percentage of tenured faculty) as having a negative effect on the academic environment of an institution. Tenure quotas, disguised as higher standards for earning tenure, tend to have a debilitating effect on the entire faculty. NEA supports all proper efforts for an institution to seek and maintain academic excellence, but it decries negative decisions on tenure motivated primarily by a desire to retain budgetary "flexibility." Such policies damage the morale of the continuing faculty as surely as they destroy the ideals and aspirations of their victims.

Academic excellence and rejuvenation of the faculty may be enhanced by a variety of means without weakening the tenure system. Faculty development plans designed to encourage professional growth should be encouraged. Institutions may develop, with appropriate faculty participation, early retirement plans. Institutions may implement programs to retrain faculty members to teach in other areas or to fulfill other important roles at their institutions. These options should be implemented only through joint action between the appropriate representative of the faculty, and the governing board.

NEA encourages faculties, administrators, students, and governing boards to work within the current tenure system when confronting the challenges, opportunities, and adversities of this and future decades. To do so will require leadership and creativity throughout all postsecondary educational institutions, by all concerned.

2. Access, Remediation, and Retention in Higher Education

NEA believes that all Americans have a basic right to access to free public education from preschool through graduate school. NEA underscores that "the priceless heritage of free public educational opportunities for every American must be preserved and strengthened." (Resolution A-23, 69, 92) NEA calls for "access to collegiate programs for all qualified students without regard to age, sex, race, military registration status, or ability to pay." (Resolution B-4, 80, 91)

Public expenditures for education must be considered an investment in the future of this nation. There is not justification for excluding minorities and the disadvantaged from the mainstream of American education. This nation is witnessing the growth of an underclass, trapped in poverty and ignorance, a development contrary to the spirit and soul of democracy. Reversing this growth will require affirmative and aggressive social and educational programs designed to identify and motivate the "at-risk" student and provide them with access and support programs.

To guarantee access to the maximum number of students who could benefit from collegiate instruction and to increase the chances of their fulfilling their academic potential at the collegiate level, NEA adopts the following policies and programs:

1. Partnerships and coordination between K-12 and higher education faculties should be encouraged to facilitate the successful transition of students from the secondary to the collegiate level. Examples of such partnerships should include the development of special programs for "at-risk" students, coordination of curricula, early identification and assessment of students with remedial needs.

2. Educational goals and remediation programs at all higher education institutions should be developed, implemented, and evaluated by appropriate teaching personnel. Remediation should occur in institutions where the problem exists.

3. Adequate and appropriate programs should be provided to insure that all students have an opportunity to acquire the skills necessary to gain admission and succeed in all postsecondary education programs.

4. Remediation programs should enjoy full-funding at the postsecondary level but not be accorded degree-credit status.

5. Remediation programs in higher education should be staffed by regular, full-time faculty, with the appropriate expertise in remediation and developmental education, who participate fully in institutional governance and enjoy basic benefits accorded to all other faculty members.

6. To emphasize these principles, several points from the statement on "Student Assessment Programs" (p. 147) are repeated herein:

a. Remedial programs should be provided to meet deficiencies identified through assessment programs.

b. NEA supports assessment programs only if they are accompanied by adequate funding for remedial programs.

c. Assessment programs should include methods for linking the remediation of individual students to their completion of degree, certificate, or other appropriate course of study.

d. Assessment programs should be flexible enough to accommodate economic, cultural, and linguistic diversity among students in all institutions of higher education.

7. To increase retention rates, remediation programs in higher education should include adequate academic counseling and other support programs that increase a sense of belonging at the institution for the "at-risk" student.

3. Accreditation in Higher Education

NEA finds it distressing that the various national reports on the state of higher education virtually overlooked the role of accreditation. NEA believes that the accreditation process can be extremely useful in maintaining the integrity of American higher education. NEA, therefore, adopts the following policies and programs:

1. NEA supports regional, state, national, and discipline accrediting bodies that recognize and promote substantial participation of faculty in the entire accrediting process, for example, National Council for Accreditation of Teacher Education.

2. NEA believes that, to protect institutional diversity and autonomy, accrediting agencies should not become a means for imposing standardized curricula, assessment models, or pedagogical methods on higher education institutions.

3. NEA believes that accreditation should be a process whereby programs, facilities, faculty, and administrators are reviewed for the purpose of supporting the learning opportunities of students.

Furthermore, NEA proposes that studies of the accrediting process give special attention to the following issues:

a. student access
b. remediation and retention programs
c. student living conditions
d. class size
e. faculty-student ratio
f. student advisory systems
g. growing dependence on nontenure, part-time faculty
h. status of affirmative action in hiring of faculty and staff
i. faculty compensation and benefits, including pay equity
j. faculty development programs

k. adequate resources for research
l. working conditions for faculty and staff
m. library staff and holdings
n. ratio of administrators to faculty, including action administrators
o. curriculum diversity

4. Curriculum Reform

NEA believes that current efforts at curriculum reform, which involve changes in the shape and nature of the baccalaureate degree, must incorporate standards of excellence and new skills, knowledge, and understanding to help prepare students for the future. No effort at reform can succeed without adequate support for the faculty who have primary responsibility for the curriculum, nor can it succeed unless it addresses the needs of a diverse student population.

In the past two years, more than 80 percent of American colleges have engaged or are engaging in some form of curriculum revision. In the debate over undergraduate education, conflicting goals have emerged. Some goals, including mastery of basic skills, active participation in the learning process, in-depth study, critical thinking, understanding of a discipline's characteristic methods, and a coherent course of study, are consistent with NEA principles. Other goals that are masked in a concern for traditional academic values are in opposition to basic NEA principles of faculty control, equal access to quality education for all students, and multicultural understanding.

Many recent official discussions of the curriculum date its decline to the educational ferment of the late 1960s and 1970s, that is, to the moment when women, Afro-American, Native Americans, and others began to analyze the limitations of the traditional curriculum and to demand the incorporation of their perspectives and experience into the dominant version of knowledge. Any effort at curriculum reform now must accept the positive results of that ferment—a reinvigoration of scholarship and an opening up of the academy to new kinds of students whose realities forced a new comprehension of the arts and sciences. Tradition—a common body of intellectual reference—must be balanced by innovation.

Given these considerations, NEA endorses and recommends the following policies and procedures:

1. Curricula must express the goals and mission of individual institutions, and address the needs of students and the particular strengths of faculty.

2. In designing the college's curriculum the faculty should take the responsibility to ensure that it is suited to the needs of a multiethnic, multicultural society.

3. Periodic review of the curriculum should take place within institutions under the guidance of faculty representing various disciplines after consultation with students, staff, and administration.

4. Teaching and development of undergraduate curriculum are major parts of the faculty's role. Those faculty involved should be adequately rewarded for these activities.

5. General education courses, which are part of the core curriculum, must not be relegated to exploited junior and/or part-time faculty, or to graduate assistants.

6. Major curriculum revisions at colleges and universities should involve consultation with faculty members at other educational institutions affected by the changes.

7. Any undergraduate curriculum should be flexible enough to allow access for different kinds of students (adult learners, student who must work, part-time students, transfers, and other nontraditional students.)

5. Evaluation of Faculty (proposed statement)

As members of collective bodies and as part of their professional responsibilities, faculty members are often called upon to make formal recommendations on the status of their colleagues in respect to:

1. Initial appointment to the faculty.
2. Reappointment during the untenured or probationary period.
3. Promotion in professorial and salary rank.
4. The award of a tenured or permanent appointment at the institution.

Procedures involving the evaluation of faculty are established and maintained through faculty governance processes, especially through collective bargaining.

Procedures involving the evaluation of faculty are established and maintained through faculty governance processes, especially through collective bargaining.

Faculty bodies also establish and implement procedures for awarding sabbaticals, research support, and other awards and perquisites. Traditionally, procedures for evaluating the teaching, research, writing, and service of faculty members involve other faculty both within and outside of the institution with appropriate expertise in the discipline. Colleagues, administrators, students, and other appropriate groups constantly evaluate faculty members in numerous ways during their careers. Faculty evaluation systems are designed to encourage faculty members to improve the quality of their teaching, research, and service by suggestions and recommendations based on qualified, expert advice.

Recent attempts to impose periodic post-tenure review systems at some institutions are thinly veiled attempts to undermine the tenure and due process system. Any system that tends to switch the burden back to tenured faculty members to demonstrate their worthiness should be treated as the first step in undermining their tenure. Faculty development programs are designed to assist faculty members to remedy bona fide deficiencies by providing ways and means to improve their methods, update their knowledge, and replenish their enthusiasm.

Recommendations on the status of colleagues made by faculty bodies, while normally accepted by the administration, are the responsibility of the administration as to the adequacy of the consideration, the propriety and fairness of the procedures, and the ultimate decision emerging from the process. Appeals against decisions arising from these procedures are lodged, therefore, against the administration and not against the faculty body making the recommendation. At some institutions these latter procedures have been replaced in whole or part, and/or are subject to review, by a contractual grievance and arbitration system negotiated by elected representatives of the faculty.

6. Faculty Governance

NEA is alarmed by the serious decline in faculty participation in governance at most institutions over the past decade. Because NEA finds a direct correlation between academic quality and institutional morale, and the degree to which faculty participate in the governance of their institutions, this decline must be reversed if American colleges and universities are to retain their primacy in the world of education.

As set forth in the *1966 Statement on Government of Colleges and Universities*, faculty members in higher education should have primary responsibility to:

1. Determine the curriculum, subject matter, methods of instruction, and other academic standards and processes.

2. Establish the requirements for earning degrees and certificates, and authorize the administration and governing board to grant same.

3. Exercise, where the faculty deems it appropriate, primary

responsibility for determining the status of colleagues, especially appointment, reappointment, and tenure.

4. Establish procedures for awarding promotions, sabbaticals, research support, and other rewards or perquisites.

The administration and the governing board of the colleges and universities should accept the faculty's recommendations in these areas, except in rare cases and for compelling reasons stated in writing. The faculty should have the right to appeal a decision it considers flawed by improper reasons or procedure. (See NEA's statement on "Academic and Intellectual Freedom and Tenure" pp. 132-135.)

NEA recognizes that in this capacity faculty bodies are essentially making collective recommendations to the administration and governing board on academic standards and policy, and on faculty status matters. Such collective responsibility is a regular part of a faculty member's professional duties and should not be construed to constitute managerial or supervisory status, contrary to the U.S. Supreme Court's decision in the *Yeshiva* case (1980).

Through governance procedures, including collective bargaining, faculty members and academic staff should also participate in:

1. Determining policies and procedures governing salary structure, pay increases, and fringe benefit programs.
2. Selecting and evaluating administrators.
3. Reviewing the institution's budget; making recommendations on financial issues with implications for the academic program, in the short- and long-term.

NEA recognizes that faculty and staff participation in institutional government may take many forms. Although certain similarities among colleges exist, there is no one type of governance system appropriate for all. The form of governance adopted should reflect substantially, however, the desires of the faculty and academic staff as conditioned by state statute. A decision to adopt collective bargaining as a primary or additional method of participating in institutional governance should not be considered a diminution of academic quality or the status of the institution.

NEA affirms that institutional governance is a joint effort among several parties: faculty, academic staff, administrators, and the governing board. This relationship should be based on collegiality and mutual respect. It is understood that collective bargaining is a form of legally mandated collegiality that ensures the integrity of the joint effort.

State and federal government and external agencies should refrain from intervening in the internal governance of institutions of higher education when they are functioning in accordance with state and federal law. Government should recognize that conserving the autonomy of these institutions is essential to protecting academic freedom, the advance of knowledge, and the pursuit of truth.

7. Graduate and Professional Education

NEA believes that our national well-being is dependent upon the expansion of the highest quality research and teaching in our professional and graduate schools and the recruiting and training of scientists, doctors, teachers, engineers, and other professionals. NEA is extremely concerned that the present decline in federal, state, and institutional support for graduate and professional training will have long-term negative consequences for our global position in education and technology.

High-level education for our nation's best minds has a practical and ongoing benefit not only for our country, but for the world. Highly trained scientists and scholars have contributed in untold ways to our economic and social well-being. Breakthroughs in our universities have led to improved health care and a better life for millions. In addition, access to high-level graduate training for many thousands of American students has been instrumental in fueling and maintaining our nation's economic growth and our international competitiveness for several decades.

Currently, graduate and professional education is in trouble:

1. The increased cost of graduate education and the erosion of financial aid means fewer and fewer students are willing or able to undertake it. In particular, minority and economically disadvantaged students are denied access to the professions.
2. Graduate and professional programs, especially in the sciences and engineering, have been unable to attract and retain women and minority students and faculty.
3. Lack of funding at the institutional, state, and federal levels means that programs do not have laboratory equipment, library holdings or other resources adequate to support high quality programs.
4. Decisions affecting graduate and professional programs are not made by academic personnel as part of a rational planning process. As a result, programs are academically limited, or are distorted by the inappropriate intervention of political or funding agencies.

To ensure excellence in our graduate and professional schools, NEA will pursue the following policies and goals:

1. That economic status should never be a bar to the acquisition of graduate or professional education. The entire public educational system should eventually be free of cost the student. As an interim measure, NEA will support the development and funding of grant and loan programs to guarantee access to all qualified students, particularly women and minorities.
2. That there should be adequate support to upgrade research laboratories and libraries at graduate and professional schools.
3. That adequate enrichment programs for faculty development be provided.
4. That the federal government provide primary support for graduate and professional education.
5. The cooperative programs between graduate and professional schools and the private sector for financial support and cooperative research be encouraged. These programs should be controlled by the faculty to ensure consistency with the goals and missions of the appropriate department.
6. That adequate public support be provided for the continuing assessment of conditions of graduate and professional training, especially in the areas of teacher training.

8. Professional Compensation and the Finances of Higher Education

NEA insists that compensation levels in institutions of higher education, as for K-12 faculty, be sufficient to attract outstanding individuals into teaching, scholarship, research, and service.

NEA is alarmed by the fact that between 1971 and 1985 the salaries of higher education faculty fell by 17 percent compared to those of other similar professionals, and that this decline has had an adverse and severe impact on the morale of faculty members across the country.

Institutions of higher education, like school districts, compete with the government and private sector for outstanding college graduates and holders of advanced degrees. Several states have made serious efforts to remedy this crisis in compensation, but many other states have been unwilling or unable to begin restoring faculty compensation to competitive levels. Some of these states are currently suffering the loss of outstanding teachers and scholars to private institutions, other states, and business and industry.

NEA is also aware of growing salary differentials among faculty members in various academic disciplines, especially at the four-year college and university levels. Competition for faculty in mathematics, engineering, law, and computer science is especially acute. Although NEA recognizes that each institution feels compelled to compete actively to fill vacant positions with the best possible candidates, it calls on these institutions to recognize that:

1. Clearly stated salary levels and structures, developed at some institutions through collective bargaining contracts, over the long-term will reduce tensions on campus, promote harmony, and improve morale among members of the academic community. These contracts afford stability, consistency, and a controlling influence on salary distribution, along with a mechanism for making adjustments when necessary and appropriate.

2. Faculty salaries in certain disciplines are being driven up by market factors and by shifts in student registrations. As in the past, these factors and student interests may change, leaving anomalies in the patterns of campus salary distribution. Therefore, adjustments in salary levels and structure because of these factors should be made with restraint and with concern for equity and the probability of external changes in the future.

3. Significant salary differential among disciplines and professional groups on a campus will have a negative effect on faculty morale and reduce the pressure for overall salary increases.

The Association also views with alarm data indicating that the salaries of women and minority faculty members continue to lag behind those of white males when all other factors are substantially similar, and that professional groups that are predominantly composed of women, such as librarians and teaching nurses, are underpaid when compared to similarly situated groups of males. NEA calls on the states and institutions to rectify these situations immediately.

NEA is also aware that in higher education, as in public schools, the number of personnel retiring is projected to increase dramatically during the next decade. This loss of personnel will be accompanied by a brief period of enrollment growth in the mid-1990s, thus increasing further the demand for new staff. As in K-12 education, NEA opposes stop-gate measures to fill these vacancies.

NEA especially decries the misuse and exploitation of part-time personnel and other false economies. Every effort should be made to fill higher education positions with full-time, professional appointees with the credentials and experience needed to sustain viable academic programs. Part-time staff may be appointed to give the institution an appropriate level of staffing flexibility, (i.e., to meet last-minute enrollment changes). Part-timers, however, should not be hired by institutions primarily to reduce the size of their regular, full-time faculty or support staff. Although such staffing patterns may reduce personnel costs, they may undercut professional salaries for full-time staff, and may place at risk the quality of academic programs.

NEA joins the Carnegie Commission in urging state legislatures and the federal government to continue to invest in education—at all levels—to maintain the economic and social growth of this nation. To a large extent education has produced and sustained this growth, a fact becoming more apparent each day as science and technology grow more essential to the ability of this nation to compete in the world market. Public funds expended for education, research, and services must be considered an investment in the economic future of this nation.

The gains made in funding higher education should not be undercut by reducing funding automatically and drastically because of real or projected enrollment declines. In fact, it will be necessary to increase expenditures in certain areas. For example, providing access and remediation for more disadvantaged students will require additional funding, as will the acquisition of the talent and equipment necessary to continue scientific and technological research. Undoubtedly, the recruitment of minorities to academic staff positions after graduate training will require funding supplements as their salaries are driven up by market factors. Furthermore, the current impetus for quality in all levels of education will require an increase in per student public expenditure on higher education, although the overall amount expended on higher education in this country may remain constant.

NEA endorses and will work for access to free public education from preschool through graduate school. Current tuition fees are too high and, at a minimum, should be decreased. Above all, tuition increases should be avoided, since these only decrease enrollments, especially among those segments of the population less able to meet rising costs. Increases in tuition must be accompanied by increasing student aid grants, rather than by increasing the debts of students through loan programs. Increased appropriations at the state and federal levels will be absolutely necessary.

NEA calls on its state affiliates to work to implement these policies in order to ensure that education personnel at all levels and in all types of institutions be afforded levels of compensation befitting them, their role and purpose in our society. Adequate funding for higher education will require a renewed, long-term commitment on the part of state and federal government. Higher education must not be seen as a luxury, as something reserved for the elite in our society, but as the means by which most social, economic, scientific, technological, and even philosophical problems confronting our society may be resolved—now and in the future.

9. Research in Higher Education

Current reform reports on higher education quality have stressed the importance of teaching as a mission of higher education institutions. NEA recognizes and wishes to reaffirm the critical importance of teaching at the postsecondary level. NEA has sufficient policy statements in this area. But it is necessary for the Association to reaffirm the importance of research at institutions of higher education and to assure an adequate flow of research funds to postsecondary institutions through federal, state, and private sources.

NEA has identified a number of problems that need to be addressed:

1. The general decline in funding for higher education has been partially absorbed by deferring the maintenance or purchase of research equipment and failing to maintain first-rate research libraries.

2. A common complaint in institutions where publication is valued highly is that faculty assignments and support are not proportional to administrative expectations and rewards. In particular, job assignments often make little or no provision for research time, and teaching loads remain high even where research is a primary expectation. Likewise, many faculty who are expected to do research receive relatively little support in research funding, library and computer usage, travel funds, assistants, and released time.

3. There is a practice at research institutions to assert full or partial ownership of the products of research, including inventions, patents, royalties, and even copyrights without consultation with, and agreement of, the faculty member.

4. Increasing pressure for accountability and control from government and industrial sponsors, restrictions on funding sources, and public pressures about controversial research have generated growing threats to the academic freedom of researchers.

To contend with these concerns and to improve NEA's ability to organize in higher education institutions, NEA adopts the following statements as policy.

1. Academic research is of great and fundamental importance to our society. Research funding must be increased at all levels, but especially by the federal government and especially in such woefully

underfunded areas as education, social sciences, the humanities, and the arts. Additional funding should be provided to assure adequate Dissemination of research findings, particularly in the area of pedagogy.

2. Academic freedom for researchers must be maintained. The development of human knowledge is of too great importance to make it subservient to the political interests of government or the economic interest of industry. Only the faculty collectively should impose appropriate guidelines and restrictions on military or morally sensitive research or on research in areas affecting public health and safety. Researchers have a moral responsibility to understand the political and social implications of their research. Classified research and the restriction of publication are generally antithetical to the very idea of academic freedom, and should be tolerated only under guidelines developed by the faculty.

3. Differential rewards for research are permissible only where the degree and procedures of such rewards are developed by the faculty collectively and where resources are allocated and teaching loads reduced in proportion to the research expected. Evaluation, tenure, promotion, and compensation should be consistent with the teaching, research, and service responsibilities assumed by the individual faculty members.

4. The products of research belong to the researcher. Where an institution contributes significantly to the cost of developing a commercially valuable product, guidelines should be developed by the faculty for compensating the institution for its costs.

10. Student Assessment Programs in Higher Education

NEA notes the recent interest in student assessment and "value-added" programs by various commissions studying higher education and the passage of state legislation requiring student assessment. The Association believes that student assessment programs, properly designed and administered, can be crucial tools for diagnosing student and institutional needs, improving instruction and counseling services, and long-range plans. NEA, therefore, adopts the following policies:

1. Any student assessment program should be institutionally designed rather than state designed.

2. The faculty should be responsible for the planning, designing, and implementing of any assessment program within their institution.

3. The implementation of assessment programs should be in

accordance with collective bargaining contracts where such contracts exist.

4. Remedial programs should be provided to meet deficiencies identified through assessment programs.

5. NEA supports assessment programs only if they are accompanied by adequate funding for remedial programs.

6. Assessment programs should not be used to deny access to, or exclude students from, educational opportunities.

7. Assessment programs should provide tests appropriate for students with identified learning disabilities.

8. Assessment programs should be flexible enough to accommodate economic, cultural, and linguistic diversity among students in all institutions of higher education.

9. Assessment programs should not rely on any single test to deny students access to regular credit courses.

10. Assessment programs should include methods for linking the remediation of individual students to their completion of degree, certificate, or other appropriate course of study.

11. NEA does not support the use of student assessment programs for the purpose of evaluating faculty, academic programs, or institutions.

11. Vocational Education

NEA believes that postsecondary vocational education is a legitimate and equal component in the mission and function of colleges and universities. Vocational education should be viewed as neither superior nor inferior to other educational functions.

During the past quarter century, higher education institutions, particularly community colleges, have developed and implemented extensive vocational education programs. Enrollment in these programs has constituted a significant portion of total student enrollment in community colleges. Enrollment in vocational education programs at four-year higher education institutions has also steadily increased. This growth in postsecondary vocational education, while serving an increasing need for specialized instruction in highly technical areas, has been accompanied by problems and abuses that threaten the integrity and quality of this type of education. NEA brings five of these problems to the attention of the academic community and suggests some remedies and policies:

1. *Education Goals*. In an era of rapid technological change, it is important that vocational education students develop general literacy and computational skills, as well as specific job skills.

Students should be exposed to general education as well as vocational courses.

2. *Contract Education*. An increasing number of colleges have contracted out the instruction of vocational courses to private corporations and agencies. NEA believes that this practice should be curtailed and that all instruction should be controlled by the faculty of the college or university and that all vocational programs should be administered within the established governance procedures of the institutions.

3. *Faculty Qualifications*. NEA believes that the qualifications of vocational education faculty must be determined at the institutional level and that each institution should establish appropriate criteria for faculty positions, including minimum educational and practical experience. The minimum for all vocational education faculty should *normally* be the baccalaureate degree.

4. *Transfer Programs*. Vocational education programs are predominantly offered in community colleges. These programs are primarily designed as terminal programs leading to the associate degree, certification, or other vocational degree, for example, nursing, or x-ray technician. NEA believes that greater attention, however, must be given to establishing programs to facilitate transfer of vocational students from community or technical colleges into baccalaureate programs at the four-year level, if they decide to seek this option. Such programs would require more flexible curricula, greater coordination between two-year and four-year institutions, more general academic courses, and improved counseling for vocational students.

5. *Funding*. NEA believes that the quality of vocational education programs depends in part upon the ability of faculty and students to work with the most current technology in their field of study. Vocational education programs must be supported, therefore, by institutional investment in technical equipment. The purchase and maintenance of such equipment should not be limited by budgeting procedures dependent on enrollments.

Higher Education Reform: NEA Advisory Statements

In November 1986, the NEA Executive Committee endorsed these advisory statements on issues that have arisen from the current movement to reform higher education. Advisory statements are directed primarily at the NEA membership. These statements include proposals and recommendations for NEA actions.

1. Exploitation of Student Athletes

Consistent with New Business Item (1986-1) adopted by the 1986 Representative Assembly on the exploitation of student athletes, NEA will:

1. Consult with NEA higher education leaders and staff before corresponding "with all college and university presidents, the National Collegiate Athletes Association and National Association of Intercollegiate Athletes and the public at large ..." on the issue of the exploitation of student athletes.
2. Take note, in dealing with the exploitation of student athletes, of the statements on "Student Assessment Programs in Higher Education" (pp. 147-148), and "Access, Remediation, and Retention in Higher Education" (pp. 135-137), as well as its proposal to continue and expand NEA programs on School-College Partnerships.
3. Use NEA publications to encourage faculty members to take cognizance of the problems of student athletes and involve themselves in efforts to resolve these problems at their institutions and throughout the academic community.

2. Proposal to Continue and Expand NEA Programs and School-College Partnerships

In the current national discussion on reform and excellence in American higher education, many reports and meetings on the state of American higher education begin with a discussion of the K–12 educational experience. NEA is a K–G organization and will respond to the current debate on educational reform and excellence from a K–G perspective.

Several years ago, NEA President Mary Hatwood Futrell pledged to the National Association for Equal Opportunity in Higher Education (NAFEO) "support of the NEA for programs of collaboration between NAFEO members institutions and public schools." NEA supports the notion of "collaboration between public schools and colleges as required to identify disadvantaged students at an early age and to provide constantly for the help they require as they move from school to college."

Therefore, NEA will resume the IPD activity 1.44 entitled "Strengthening the School and College Relationship." These partnerships are ideal, positive vehicles for increasing the visibility of NEA and its state affiliates in educational reform from a K–G perspective, while affirming that reestablishment of this program should not preclude other appropriate NEA activity in this area.

3. Teacher Education Reform

The reform of teacher education is a K–G issue and is an integral part of the general issue of reform in higher education. Reform should involve representatives of faculties of colleges of education, other higher education faculty members, K–12 practitioners, and representatives of other constituencies in the Association.

NEA will:

1. Recast or rewrite the substance of the 1982 NEA Action Plan (*Excellence in Our Schools. Teacher Education: An Action Plan*) as a document similar in format to the Holmes and Carnegie reports so that it will be more useful for public distribution and discussion. This revision should be developed by NEA K–12 practitioners, teacher educators, other higher education faculty members, and representatives of other sectors of the educational community. It should explain why professional teacher preparation is essential at the undergraduate level. It should strengthen the Action Plan's emphasis on the preparation of teachers as full, active, and important participants in decisionmaking in the nation's schools.

2. Continue to advocate and develop programs that bring together K–12 and higher education personnel (practitioners, teacher educators, and arts and sciences faculty members) in joint projects promoting understanding of the respective mission and goals of each, which may include coordination of curriculum and

ways to lower attrition rates at all levels of education. Examples of such collaboration are:

a. The establishment of teacher education advisory councils at each higher education institution involved in teacher preparation that would include K–12 classroom teachers, teacher educators, and faculty members from other disciplines;

b. The creation of seminars and workshops for cooperating teachers and teacher educators concerning their respective roles and functions in working with student teachers;

c. The formation of joint committees of K–12 and college teachers from various disciplines to work on coordinating the K–G curriculum, coordinating the selection of texts and classroom materials in an effort to eliminate unnecessary repetition and enhance the learning experience.

3. Increase its public efforts, including greater use of the media, to help attract and recruit, even at the high school level, the best students into teaching. The Association will appeal to their idealism, while continuing its efforts to raise entry-level teacher salaries to competitive levels, which is the greatest single way to attract qualified students into teaching.

Furthermore, NEA will promote other ways of encouraging students to consider teaching as a career, such as reinstituting federal and creating state student loan programs with forgiveness provisions for teaching experience, and scholarships to talented students with financial needs. These programs will be extremely valuable in attracting minority students into college and the profession.

4. Participate in the development of a voluntary national certification board. At the same time, NEA will continue to urge its state affiliates to work for stronger state-level certification/standards boards, and thereby resist efforts to place uncertified and unqualified teachers in classrooms as a way of contending with the projected shortage of teachers.

5. Continue to support NCATE and state program approval as a check and balance to national certification and state license procedures.

6. Promote the concept that the form, content, and length of teacher preparation programs should be decided at the institutional level with sufficient faculty involvement in decisionmaking and with appropriate participation by K–12 practitioners. Such programs should be flexible enough to attract students from a variety of backgrounds, and should also afford adequate career development opportunities for those involved.

In conclusion, NEA will provide appropriate assistance to its state and local affiliates to contend with the potential impact of the teacher reform movement and the ensuing legislative initiatives. It advises that any group within the Association charged to work in this area be directed to develop or elaborate policies and strategies in the following areas:

a. The workload, terms, and conditions of employment of instructional faculty.

b. Recruitment of minority teachers at all levels of education (K–G).

c. Internal governance and collective bargaining procedures in periods of significant modification of academic program.

d. In-service and other forms of continuing education and career development for teachers.

e. National certification of teachers.

f. Higher standards within states for teacher training, certification, and licensure.

NEA Resolutions, Legislative Program

In addition to NEA's higher education policy and advisory statements, NEA positions in higher education are also established by Resolutions (expressions of the Association's goals), by the Legislative Program, and by New Business ("specific in nature and terminal in application") adopted by delegates to the annual NEA Representative Assembly. Delegates to the 1992 NEA Representative Assembly, held in Washington, D.C., approved the following actions that relate to higher education.

NEA Resolutions Related to Higher Education

Note: Figures in parentheses after each resolution represent the years when the resolution was first adopted and last amended or reviewed.

GENERAL

Labor Movement Education (B-39)

The National Education Association believes that the influence of the labor movement and unionism on the growth of the United States should be an integral part of the curriculum in our schools. The Association urges teachers, curriculum committees, and authors to include material that accurately presents the important contributions to our country's history and growth that have been provided by the unions involved in the labor movement and the individuals who led that movement. (88)

Higher Education (B-4)

The National Education Association supports higher education as an essential part of the education process. The Association believes that postsecondary education serves an invaluable function for intellectual development, for research and scholarship, for career preparation, and for preparation for life.

The Association supports access to collegiate programs for all qualified students without regard to age, sexual orientation, race, military registration status, or ability to pay. The Association further supports fully funded, guaranteed student loan and grant programs. Guaranteed loans should be made available for all students. Criteria for grants should include the total financial situation of the family, other family members currently enrolled in institutions of higher education, and parents' ability to contribute financially.

The Association believes that clear admission and graduation standards, careful student counseling, tutorial and other support services, the right to complete coursework during or after the quarter/semester missed due to documented extended illness, active participation of students in their own learning, and a thoughtfully articulated curriculum can significantly help increase the number of students successfully completing their degrees. (80, 91)

Pay Equity/Comparable Worth (F-2)

The National Education Association believes that all workers should be paid on the basis of the requirements, skills, and worth of their jobs and that factors such as the gender or race of the individual performing the job should never play a role in determining salary. The Association supports all efforts to attain accurate and unbiased forms of job evaluation and to raise the pay of those jobs that are presently undervalued. The "market value" means of establishing pay cannot be the final determinant of pay scales, since it itself too frequently reflects the race and sex bias in our society. The Association encourages efforts by school employees and others of the work force to gain salary levels appropriate to the skill, value, responsibility, and requirements of their jobs. (82, 91)

Salaries and Benefits (F-10)

The National Education Association believes that salary and benefit structures for education employees are matters for collective bargaining. The Association and its affiliates will closely monitor proposed or legislated salary and benefit structures and will strongly oppose those that bypass or undermine the bargaining process or negotiated agreements.... The Association believes that local affiliates can best promote the economic welfare for all education employees, regardless of source of funding, by following the salary standards developed at the state and national levels.... The Association believes that performance pay schedules, such as merit pay, are inappropriate....

The Association believes that education employees should have access to comprehensive health, dental, and vision insurance and employee assistance programs for their spouses, domestic partners, and/or dependents. The Association also believes that comprehensive health insurance, life insurance, and long-term disability insurance should be provided for education employees on official leave of absence or maternity/paternity leave. The Association further believes that provisions should be made for retirees, their spouses. domestic partners, and/or dependents at their option to continue in the comprehensive health, dental, and vision care program of the school district, educational system, or institution. The Association believes that all benefits for spouses should be equally available for domestic partners. (69, 92)

Civil Rights (I-11)

The National Education Association is committed to the achievement of a totally integrated society and calls upon Americans to eliminate—by statute and practice—barriers of race, color, national origin, religion, gender, sexual orientation, age, disability, size, marital status, and economic status that prevent some individuals, adult or juvenile, from exercising rights enjoyed by others, including liberties decreed in common law, the Constitution, and statues of the United States. Civil order and obedience to the law must be ensured without abridgment of human and civil rights. Individuals, adult or juvenile, must be assured a speedy and fair judicial process with free legal counsel for those in need. To be effective citizens, individuals must be trained and aided in developing strategies and expertise that will enable them to operate effectively in a democratic society. (69, 91)

Equal Opportunity for Women (I-45)

The National Education Association insists that all persons, regardless of gender, be given equal opportunity for employment, promotion, compensation (including equal pay for comparable worth), and leadership in all activities. The Association supports the proposed Equal Rights Amendment to the U.S. Constitution, which guarantees that equality of rights under the law shall not be denied or abridged by the United States or by any state because of gender....

The Association believes that the Equal Employment Opportunity Commission must have cease-and-desist authority to act in all cases of discrimination based on race, creed, color, age, national origin, and gender.... The Association believes that sexism and sex discrimination must be eliminated and endorses the use of nonsexist language. (69, 91)

The Right to Organize (I-14)

The National Education Association believes that all people have the right to achieve an improvement of their living conditions through their own free and independent unions and organizations. The Association urges that this right be advocated where it is now abused or denied and strengthened where it is now secured.

The Association deplores anti-union activities by business interests, school districts, and government agencies, including efforts that attempt to destroy and undermine labor unions and organizations, penalize members for union involvement, and deprive workers of their right to organize and bargain. (82, 92)

NATIONAL ISSUES

Federal Financial Support for Education (A-11)

The National Education Association believes that the federal government has a legitimate and proper concern and responsibility for the quality of public education provided to its citizens that arise from the needs of our national social, economic, and political system. The Association asserts that a major federal role is to ensure equality of educational opportunity for all.... The Association will continually seek general federal support for the whole of public elementary, secondary, and postsecondary education....

The Association supports federal funding for postsecondary education, including—

- Programs of institutional, scholar, and student support
- Grants to support vital research functions
- Student financial assistance to assure access and choice for all qualified students who wish to pursue postsecondary education, regardless of personal financial means
- Support of historically Black colleges and developing institutions.... (83, 91)

Higher Education Research and Study Grants (A-16)

The National Education Association believes that both the governmental and private sectors should provide research and study grants to higher education faculties in all academic areas. Such grants should be awarded on the basis of merit without discrimination. The dissemination of grants should not be used to influence university decisions and policies. The Association believes that the process of study and research grants provided should influence neither undergraduate nor graduate curriculums until such time as the research is completed and systematically integrated into the curriculums. The Association further believes that academic freedom applies to research and the dissemination of research results. (85)

Evaluation and Promotion in Higher Education (D-17)

The National Education Association affirms the importance of teaching in institutions of higher education and believes, therefore, that research and publication ought not to be the only criteria on which higher education faculty are evaluated and/or promoted. The Association further believes that its higher education members must be allowed to determine through the collective bargaining process the methods by which they are evaluated and promoted. (86)

Funding of Higher Education (A-15)

The National Education Association supports the maintenance and expansion of funding for higher education, including programs of institutional and scholar support, research grants, support for the historically Black and for developing institutions, and student financial assistance to assure access and choice for all qualified students—regardless of personal financial means—who wish to pursue higher education. The Association believes that student need, as well as enrollment, should be a criterion for funding postsecondary education. The Association further believes that need-based student financial assistance should be available through all higher education institutions as well as governmental agencies. (86, 89)

Foreign Language Education (B-27)

The National Education Association believes that foreign language instruction is an important part of the total educational process and an integral part of international studies at all educational levels. The Association supports the maintenance of current programs and the further encouragement and development of foreign language instruction and international studies at all educational levels. The Association recognizes the need for teacher and student exchange programs. (81, 85)

Technology in the Educational Process (B-49)

The National Education Association recognizes the advancement and application of instructional technology and high-technology devices and materials that provide new opportunities for developing skills, furthering research, and expanding knowledge in our society. The Association believes that—

- Teacher preparation in instructional technology must begin in college and university programs and extend through continuing opportunities for professional development.... (81, 92)

Access to Copyrighted Materials for Educational Use (E-11)

The National Education Association believes that maximum access to copyrighted materials that relate to the curriculum is in the public interest. It recognizes that the copyright law as revised provides for two parallel sets of rights: the rights of those who create to profit from their efforts and the rights of teachers to a limited use of those materials in teaching. The Association insists that the public interest requires that the copyright law include an appropriate not-for-profit clause to guarantee to teachers and educational institutions use of copyrighted materials for nonprofit educational purposes. (69, 86)

CAMPUS ISSUES

Credit-Hour Evaluation (B-52)

The National Education Association believes that the different methods of assigning credit hours as used by the nation's colleges and universities often cause difficulties in the evaluation of transcripts. The Association therefore urges the nation's colleges and universities to develop, in cooperation with the Association, a uniform formula to evaluate credit hours. (77, 86)

Athletic Programs (C-37)

The National Education Association believes that at all educational levels female and male students must have equal opportunity to participate in athletic programs. The Association urges that athletic funds for facilities, equipment, and remuneration of staff be allocated equally between female and male programs. (74, 86)

Multicultural/Global Education (B-25)

The National Education Association believes that multicultural/global education is a way of helping students perceive the cultural diversity of U.S. citizenry so that they my develop pride in their own cultural legacy, awaken to the ideals embodied in the cultures of their neighbors, and develop an appreciation of the common humanity shared by all peoples of the earth. Multicultural/global education develops an awareness of cultures and an appreciation of our interdependency in sharing the world's limited resources to meet mutual human needs through the mastery of communication skills (including foreign languages) and cooperation among the diverse groups in our nation and world.

The Association believes the goal of multicultural/global education is the recognition of individual and group differences and similarities in developing self-esteem as well as respect for others. The Association urges its affiliates to develop comprehensive educator training programs for multicultural/global education and to work to secure legislation that would provide adequate funding for effective implementation of such programs. (81, 89)

Vocational Education (B-29)

The National Education Association believes that preparation of students for vocations and productive jobs should be a responsibility of secondary and higher education. Educational programs that assure equal opportunity for occupational development and encourage students to consider nontraditional vocations should be developed for all students. A continuing comprehensive program for training, retraining, advancement, and promotion should be provided for students who have completed minimal state attendance requirements. The Association supports vocational and technical education as a major component of education and advocates that every student have the opportunity to enroll in such classes without restrictions. To be effective, vocational and technical education should be preceded by career awareness and exploration programs. These exploratory courses should be coordinated with traditionally academic courses and industrial and practical arts education courses. (76, 91)

Misuse of Part-Time Faculty (F-40)

The National Education Association believes that part-time education employees should receive the same salary and benefits as full-time education employees prorated according to the workload. The Association deplores the practice of employing part-time education employees for the primary purpose of reducing instructional budgets or for the purpose of reducing the number of full-time education employee positions. Further, the Association believes that part-time faculty should be employed only when an educational program requires specialized training or expertise not available in the full-time faculty and when the need for such training and expertise does not justify more than half-time employment.(76, 91)

Sexual Harassment (I-44)

The National Education Association believes that sexual harassment is a form of sex discrimination or abuse. The Association further believes that classroom teachers, faculty, staff, and students should be protected from sexual harassment. The Association encourages its affiliates to work with local school districts and institutions of higher education to—

- Establish strong policies defining and prohibiting sexual harassment
- Develop educational programs designed to help people recognize, understand, prevent, and combat sexual harassment
- Develop and publicize a grievance procedure that encourages the reporting of incidents of sexual harassment, resolves complaints promptly, and protects the rights of all parties. (88)

Personal Relationships in Higher Education (I-46)

The National Education Association recognizes that in institutions of higher education adult students and educators may establish personal relationships. However, such relationships should be voluntary and not be used to coerce or influence others for personal advantage. Thus, the Association believes that sexual relationships between a faculty member and a student currently enrolled in the faculty member's course, or under the supervision or direction of the faculty member, are unprofessional. The Association urges its affiliates in institutions of higher education to establish strong policies declaring such relationships unprofessional. (89)

The NEA Legislative Program for the 103rd Congress: Specific Provisions for Postsecondary Education

FIRST TIER: NEA Priority Legislative Initiatives

Increased Federal Funding for Education

NEA supports a full partnership role for the federal government in assisting local school districts and postsecondary institutions by redirecting national priorities in order to provide substantial increases in federal education funding. NEA opposes provision of federal funding to schools and/or postsecondary institutions that practice discrimination.

Postsecondary Education

NEA supports federal funding for postsecondary education, including programs of institutional, scholar, and student support; grants to support vital research functions; student financial assistance to assure access and choice for all students who wish to pursue postsecondary education regardless of personal financial means; and support for the historically Black colleges, for Native American and Tribal colleges, and for developing institutions.

Collective Bargaining

NEA supports a federal statute that would guarantee meaningful collective bargaining rights to the employees of public schools, colleges, universities, and other postsecondary institutions. This statute should allow for the continued operation of state statutes that meet federally established minimum standards. The federal statute should, in addition, assure that employees will not be denied bargaining rights solely because they participate in a site-based decisionmaking program, a faculty senate, or other system of collegial governance.

SECOND TIER: Current Priority Congressional Issues

Postsecondary Education

NEA supports—

- development of the nation's intellectual resources;
- federal programs, including provision of resources for instruction, research, and library materials, that enhance effectiveness of and advance excellence in two- and four-year postsecondary education institutions;
- federal programs to enhance educational programs and improve student performance in all curricular areas;
- promotion of research and the development of knowledge, including access by students to advanced technological resources and teaching;
- preservation of institutional vitality;
- assurance of equality of educational opportunity;
- diversity in enrollments through programs that facilitate minority students' entrance into and completion of postsecondary education;
- strengthening student financial assistance such as Pell Grants;
- reduction in the student loan default rate without undue limitation on access to postsecondary education for any qualified student;
- assurance of equal treatment for two- and four-year institutions;
- assurance of the welfare, economic security, and professional development of all postsecondary members.

NEA opposes—

- restrictions that would weaken or limit current access to Pell Grants.

Vocational Education

NEA supports—

- the efficient and effective provision of adequate resources to local vocational educational authorities and/or postsecondary institutions to maintain, enhance, and expand quality vocational education programs;
- federal resources for programs that prepare students effectively for the high-technology environment that will exist throughout their working lives;
- direct federal assistance to secondary education agencies and postsecondary agencies and/or institutions for purchase of

up-to-date vocational equipment in response to changes in the job market;

- the provision of equity and access to quality vocational education programs for those underserved in the past as well as for traditional students, and the use of vocational education as a tool for eliminating biases in employment opportunities;
- the involvement of teachers and other appropriate education employees, parents, and students in development of secondary and postsecondary vocational programs;
- coordination of vocational programs with other employment and training programs through public education institutions;
- cooperation with the business community in the implementation of vocational education programs.

NEA opposes—

- the diminution or supplanting of public vocational education by federally funded public or private training programs.

NEA Standing Committee on Higher Education

The NEA Standing Committee on Higher Education deliberates upon, prepares, and presents to appropriate NEA policymaking bodies recommendations on existing or proposed Association policy related to higher education. The Committee works for the full integration of higher education into the program of the Association and transmits to the NEA president and executive director relevant data for planning purposes.

Committee Members, 1992-1993

VirginiaAnn G. Shadwick, Chair, San Francisco State University, California

Kristine Anderson, Florida Atlantic University, Florida

Barbara B. Boyd, Gadsden State Community College, Alabama

Carolyn Gwaltney, Point Pleasant Elementary School, Maryland

R. Sinikka Hayasaka, University of Hawaii, Hawaii

Kathryn A. Halverson, Metropolitan Community College, Nebraska

Roger Knutsen, Green River Community College, Washington

James F. Rice, Quinsigamond Community College, Massachusetts

John R. Russo, Youngstown State University, Ohio

Marsha Self, El Paso County Community College, Texas

Rance Thomas, Lewis & Clark Community College, Illinois

Ima Lee Wells, NEA-New Mexico, New Mexico

Melanie Jones, Student Representative, California

Staff Liaison Kristeen Hanselman, Manager
Christine Maitland, Coordinator

NEA Membership and Benefits

The National Education Association puts the strength of more than two million members and the experience of more than 130 years of educational advocacy to work for faculty and staff. No other professional organization or union can claim so long and strong a record of effective representation.

NEA is the largest college and university faculty organization in the United States, representing more than 100,000 higher education personnel. This size gives NEA the resources to represent faculty and staff on campus, in state legislatures, and in Washington— where many critical decisions about higher education are made.

At a time when our status is being constantly questioned, challenged and threatened, faculty and staff must work together to protect professional and economic rights. Concerted action is needed to safeguard intellectual freedom, tenure, the right to a voice in academic governance, and professional integrity.

Strong Advocacy

On campus, NEA represents faculty and staff concerns. From Maine to Hawaii and Michigan to Texas, NEA chapters represent faculty, academic professionals, and university personnel in every type of institution—from public and private community colleges to Ph.D. granting universities. NEA offers professional advice, support, and assistance on key issues like salary and benefits and pay equity studies and actions.

Association experts visit campuses to assist faculty members in settling problems such as violations of tenure rights and academic freedom.

Where collegiality and conciliation have failed to protect and promote faculty interests, collective bargaining may be the most appropriate method to resolve problems. NEA represents faculty and staff through collective bargaining at more higher education institutions than any other organization.

In other areas, where collective bargaining is not an option, NEA and NEA state and campus chapters have used the Association's political influence to win increased funding and to strengthen the rights of faculty and staff.

Seasoned Political Representation

Key decisions on the future of higher education are often made by politicians, not academicians. Faculty and staff need a strong, reliable voice to carry their recommendations to state capitals and to Washington.

On Capitol Hill, NEA lobbyists work effectively for increased financial support for higher education, including re-authorization of the Higher Education Act, the mainstay of higher education funding. In addition, NEA lobbyists monitor other legislation such as tax reform, retirement, health care, and other issues that have a significant impact on all educational personnel.

In the 1990 elections, more than $3.5 million (all member-contributed—none of this taken out of dues money) was contributed to support election of pro-education candidates from both major political parties through the NEA Political Action Committee (NEA-PAC). More than three of every four federal candidates endorsed by NEA-PAC since 1972 have been elected.

On all governmental levels, NEA is a respected voice for faculty and staff concerns.

Professional Resources

NEA, the largest employee organization in this country, has the breadth of resources to provide its higher education members a wide range of services, including:

Legal advice and liability

NEA's legal staff has effectively argued that academic freedom should be recognized as a constitutional right. As a result of NEA litigation, tenure is now viewed as a property right protected by the 14th Amendment.

The Association's Legal Services Program protects members subject to dismissal or severe sanction as well as providing legal advice on other issues.

NEA higher education members are automatically protected by a $1 million professional liability insurance policy at no extra cost. This liability insurance is there to defend members in cases that arise from the performance of their professional duties.

Research and information

Faculty compensation data are available to NEA state and local affiliates through the NEA Research Computer Network (RCN). The RCN also contains financial and budgetary data that helps affiliates analyze how institutions allocate their resources. This massive data base may be tapped for studies supporting organization, negotiations, lobbying, and litigation. Information about collective bargaining contracts in higher education, census data, and political action is also available through NEA.

Special publications

NEA's higher education members automatically receive subscriptions to three publications:

1. *Thought and Action*—an academic journal published two times a year that provides a forum for in-depth discussion of the issues affecting higher education. NEA members are encouraged to submit manuscripts. Submissions are blind reviewed by an eight-member panel composed of NEA faculty members.

2. *NEA Higher Education Advocate*—a newsletter published eight times a year, providing current news about higher education, state and national politics, and NEA higher education units.

3. *The NEA Almanac of Higher Education*—an annual compendium of information and data about higher education and current debates.

Governance

To ensure that the needs and concerns of NEA higher education members are specifically identified and represented within NEA, the NEA Standing Committee on Higher Education is an integral part of the governance structure of the National Education Association. The Standing Committee is comprised of representatives from colleges and universities around the nation.

National Conference

Each spring NEA sponsors the National Conference on Higher Education which brings together political and educational leaders along with faculty and staff to discuss issues confronting colleges and universities.

Year-round savings

NEA higher education members are eligible to enroll in a wide range of unique programs available from NEA Member Benefits. These include:

- Low-cost term life insurance providing up to $200,000 coverage
- Special insurance programs including DUES-TAB (free life and AD&D insurance for members)
- MemberCare Health Insurance*
- AD&D (Accidental Death & Dismemberment) Insurance
- A Gold Mastercard or Visa at discount prices
- Retirement Security —Members can obtain tax-deferred annuities and a supplement that provides guidelines for evaluating individual TDA products*
- Travel—NEA's travel program provides substantial travel discounts
- Hertz Discount—Significant discounts on all Hertz car rentals
- Homeowners and Renters Insurance—Special discounts for NEA members
- Consumer Publications—Free consumer guides on a variety of topics
- Prescription and Non-Prescription Medicine—A full range of vitamins and other healthcare products available through mail order
- Disability Insurance—Pays benefits when you are unable to work*
- NEA Credit (loan) P—Members can borrow up to $7,000 by mail*

For detailed information on all programs contact: NEA Member Benefits service number (800) 637-INFO.

The NEA Higher Education Journal

Published semiannually, Thought & Action *is the interdisciplinary higher education journal of the National Education Association. Articles submitted to* Thought & Action *are blind reviewed by a panel of working NEA faculty members from across the nation. The* Thought & Action *Review Panel meets twice a year in Washington, DC to select articles for* Thought & Action.

Thought & Action Review Panel: 1992-93

Thomas Auxter, Department of Philosophy, University of Florida

Stewart Doty, Department of History, University of Maine

Patricia Gandara, School of Education, University of California at Davis

Patricia Gozemba, Department of English, Salem State College

Joan Hays, Department of Health, Physical Education, and Recreation, Southwest Texas State University

Linda K. Johnsrud, Department of Educational Administration, University of Hawaii at Manoa

Scott Magnuson-Martinson, Department of Sociology, Normandale Community College

Judith E. O'Dell, Charles V. Park Library, Central Michigan University

Contributors to *Thought & Action* should submit copies of their work on computer diskette and hard copy. Manuscript guidelines are available upon request.

All correspondence and manuscript submissions should be sent to: Rebecca L. Robbins, Ph.D., Editor, Higher Education Publications, NEA Publishing, 1201 16th Street, N.W., Washington, DC 20036.

The National Council for Higher Education

The National Council for Higher Education (NCHE) is an independent organization for all higher education members within the National Education Association.

What Does NCHE Do?

NCHE identifies and focuses the interests and concerns of NEA higher education members and affiliates, promotes NEA as the representative agent for higher education, and recommends programs within NEA to address the problems faced by college and university faculty and staff. NCHE is committed to promoting academic justice and excellence.

NCHE works directly with the NEA Standing Committee on Higher Education, the NEA Executive Committee, Board of Directors, and other standing committees to refine and expand NEA higher education policy and programs.

NCHE participates actively in the NEA Representative Assembly and other governance meetings to influence decisions important to higher education. In recent years, NCHE has secured the adoption of policies and items that:

- instruct NEA lobbyists in Congress to increase funds for student aid, especially in the Pell grant program.
- support and encourage the development of mentoring programs for minority students and faculty.
- outline an expanded role for faculty in the governance of two-year and four-year colleges and universities.
- advocate for higher education NEA governance positions, e.g., Executive Committee or Vice-President.

NCHE interviews and endorses candidates for elected NEA office. NCHE also annually recognizes outstanding higher education NEA leaders by presenting the James M. Davenport Memorial Award.

NCHE Officers for 1992-1993

President:	VirginiaAnn G. Shadwick San Francisco State University
Vice President:	Roger Knutsen Green River Community College
Secretary/Treasurer:	James Rice Quinsigamond Community College
Executive Committee:	Gloria J. Green-Ridley University of the District of Columbia
	Judy Little Humboldt State University
	L. Alice Peters Bergen Community College
	Barry Stearns Lansing Community College
	Gloria Wagener Saginaw Valley State University
	James L. Wilson Broward Community College

Who May Join?

NCHE membership is open both to individuals and organizations as follows:

Organizations—Organizational membership includes any higher education local or statewide affiliate may join NCHE. Annual dues for units with 11-200 members are $200; 201-500 members, $350; and for more than 500 members, $500.

Individuals—Individual membership includes any NEA member currently employed in a college or university, or leave from, or seeking employment at, such an institution, or any member of NEA-Retired whose primary employment was in higher education. Annual dues are $20.

Associates—Associate (nonvoting) memberships include NEA members or affiliate staff members who support NCHE's purposes and activities. Annual dues are $10.

NCHE members receive a regular newsletter and special publications regarding NEA and its affiliates. Contact: Secretary-Treasurer, NCHE, Membership and Affiliates, NEA, 1201 16th Street, N.W., Washington, DC 20036, (202) 822-7162.

NEA Higher Education Bargaining Units

The following list of NEA higher education collective bargaining units is based on a report form developed and published by the National Center for the Study of Collective Bargaining in Higher Education and the Professions.

Institution/System	Unit Size	Year Elected	2-Yr. 4-Yr.	# of Campuses
Adirondack Comm. College, NY	90	85	2	1
Adirondack Comm. College/Clerical, NY	68	...	2	1
Adrian College, MI	56	75	4	1
Alpena Comm. College, MI	52	65	2	1
Atlantic Comm. College, NJ	91	68	2	1
Atlantic Comm. College/Admin., NJ	25	...	2	1
Atlantic Comm. College/Support, NJ	145	...	2	1
Baker College, MI	20	78	2	1
Barstow College, CA	117	79	2	1
Bay de Noc Comm. College, MI	46	73	2	1
Beaver County, Comm. College of, PA	54	73	2	1
Beaver County, Comm. College of, Clerical, PA	55	...	2	1
Bellevue Comm. College, WA	350	72	2	1
Bergen Comm. College, NJ	239	68	2	1
Bergen Comm. College/Admin., NJ	8	...	2	1
Bergen Comm. College/AP, NJ	35	...	2	1
Big Bend Comm. College, WA	50	80	2	1
Black Hawk Tech. College/Support, WI	55	...	2	1
Blue Mountain Comm. College, OR	73	75	2	1
Brainerd-Staples Tech. College, MN	100	91	2	2
Brevard Comm. College, FL	231	81	2	3
Brookdale Comm. College, NJ	166	71	2	1
Brookdale Comm. College/Admin., NJ	120	...	2	1
Brookdale Comm. College/Support, NJ	364	...	2	1
Broome Comm. College, NY	217	79	2	1
Broome Comm. College/Clerical, NY	78	...	2	1
Broome Comm. College/Maintenance, NY	43	...	2	1
Broward Comm. College, FL	285	83	2	4
Burlington County College, NJ	89	70	2	1
Burlington County College/Support, NJ	129	...	2	1

Institution/System	Unit Size	Year Elected	2-Yr. 4-Yr.	# of Campuses
Butler County Comm. College, KS	81	71	2	1
Butler County Comm. College, PA	137	91	2	1
Butler County Comm. College/Clerical, PA	38	...	2	1
Butte College, CA	125	78	2	1
California State University System, CA	21,609	82	4	20
Camden County College, NJ	95	80	2	1
Camden County College/Admin., NJ	115	...	2	1
Carl Sandburg College, IL	57	75	2	2
Cayuga County Comm. College, NY	80	78	2	1
Central Comm. College, NE	134	90	2	3
Central Michigan University, MI	615	77	4	1
Central Michigan University/Tech., MI,	175	...	4	1
Chaffey Comm. College, CA	309	80	2	1
Chemeketa Comm. College, OR	225	74	2	1
Chemeketa Comm. College/Adjunct, OR	600	84	2	1
Chipola Junior College, FL	57	76	2	1
Chippewa Valley Tech. College, WI	188	85	2	2
Citrus College, CA	130	77	2	1
Clackamas Comm. College, OR	150	75	2	1
Clackamas Comm. College/Adjunct, OR	430	86	2	1
Clackamas Comm. College/Staff, OR	134	83	2	1
Clark College, WA	65	74	2	1
Clatsop Comm. College, OR	58	75	2	1
Clatsop Comm. College/Support, OR	134	75	2	1
Clinton Comm. College, NY	55	78	2	1
Cloud County Comm. College, KS	46	70	2	1
Coast Comm. College Dist./Adjunct, CA	1,100	79	2	3
Colby Community College, KS	151	88	2	1
Columbia Basin Comm. College, WA	37	72	2	1
Columbia Greene Comm. College, NY	43	79	2	1
County College of Morris, NJ	158	75	2	1
County College of Morris/Support, NJ	180	...	2	1
Cowley County Comm. College, KS	44	69	2	1
Cumberland County College, NJ	49	68	2	1
Cumberland County College/Support, NJ	32	...	2	1
Cumberland County College/Tech., NJ	23	...	2	1
Danville Area Comm. College, IL	69	83	2	1
Danville Area Comm. College/Staff, IL	85	84	2	1
Delaware County Comm. College, PA	100	74	2	1
Des Moines Area Comm. College, IA	237	76	2	1
Des Moines Area Comm. College/Support, IA	179	...	2	1
Desert, College of the, CA	279	87	2	1
Detroit College of Business, MI	22	73	4	1
Detroit/Mercy, University of, MI	167	75	4	1
Detroit/Mercy, University of/Clerical, MI	90	...	4	1
District of Columbia, University of, DC	459	78	4	3
DuPage, College of, IL	230	89	2	1
Dutchess Comm. College, NY	200	87	2	1
Dutchess Comm. College/Adjunct, NY	270	87	2	1
Eastern Iowa Comm. College/Dist. IX, IA	157	75	2	3

Institution/System	Unit Size	Year Elected	2-Yr. 4-Yr.	# of Campuses
Edison State Comm. College, OH	43	85	2	1
Elgin Comm. College/Clerical, IL	100	...	2	1
Endicott College, MA	30	73	2	1
Erie Comm. College, NY	468	78	2	3
Essex County College, NJ	147	68	2	1
Essex County College/Admin., NJ	55	...	2	1
Essex County College/Clerical, NJ	140	...	2	1
Essex County College/Support, NJ	60	...	2	1
Ferris State University, MI	507	73	4	[illegible]
Ferris State University/Admin., MI	16	...	4	[illegible]
Ferris State University/Clerical, MI	240	...	4	1
Finger Lakes, Comm. College of the, NY	147	78	2	1
Florida Memorial College, FL	40	79	4	1
Florida State Univ. System, FL	8,000	76	4	9
Florida State Univ. System/Grad. Ass'ts, FL	3,300	76	4	2
Fox Valley Tech. College, WI	200	68	2	2
Fox Valley Tech. College/Clerical, WI	210	...	2	2
Fulton-Montgomery Comm. College, NY	67	78	2	1
Fulton-Montgomery Comm. College/Clerical, NY	31	...	2	1
Garden City Comm. College, KS	65	71	2	1
Gateway Technical College, WI	250	82	2	4
Gateway Technical College/AP, WI	85	...	2	4
Gavilan Comm. College, CA	69	76	2	1
Genessee Comm. College, NY	112	78	2	1
Geneva College/Maint., PA	45	...	4	1
Glen Oaks Comm. College, MI	28	68	2	1
Glen Oaks Comm. College/Clerical, MI	21	...	2	1
Gogebic Comm. College, MI	48	65	2	1
Gogebic Comm. College/Clerical, MI	17	...	2	1
Grand Valley State/Clerical, MI	185	...	4	1
Grays Harbor College, WA	50	68	2	1
Green River Comm. College, WA	223	72	2	1
Hartnell Comm. College, CA	91	76	2	1
Hawaii, University of, HI	3,159	74	2/4	10
Hawkeye Inst. of Tech., IA	118	80	2	1
Hawkeye Inst. of Tech./Custodial, IA	45	...	2	1
Highline Comm. College, WA	381	65	2	1
Hillsboro Comm. College, FL	198	83	2	3
Hocking Technical College, OH	51	86	2	1
Hocking Technical College/Clerical, OH	60	...	2	1
Hudson County Comm. College, NJ	42	89	2	1
Hudson County Comm. College/Support, NJ	70	89	2	1
Hutchinson Comm. College, KS	80	...	2	1
Illinois Eastern Comm. College, IL	89	85	2	4
Imperial Valley College, CA	77	82	2	1
Independence Comm. College, KS	34	70	2	1
Iowa Central Comm. College, IA	100	75	2	1
Iowa Lakes Comm. College, IA	82	75	2	2
Iowa Western Comm. College, IA	116	75	2	1
Jackson Comm. College, MI	120	65	2	1

Institution/System	Unit Size	Year Elected	2-Yr. 4-Yr.	# of Campuses
Jackson Comm. College/Clerical, MI	66	...	2	1
Jamestown Comm. College/Clerical, NY	90	...	2	2
Jefferson Comm. College, NY	73	75	2	1
Jefferson Tech. College, OH	46	85	2	1
Jefferson Tech. College/Clerical, OH	47	...	2	1
John A. Logan College, IL	55	72	2	1
Johnson County Comm. College, KS	216	80	2	1
Kalamazoo Valley Comm. College, MI	96	69	2	1
Kansas City Kansas Comm. College, KS	104	71	2	1
Kaskaskia Comm. College, IL	27	84	2	1
Kaskaskia Comm. College/Staff, IL	60	...	2	1
Keene State College, NH	157	77	4	1
Kellogg Comm. College, MI	103	68	2	1
Kellogg Comm. College/Clerical/AP, MI	52	...	2	1
Kellogg Comm. College/Maint., MI	24	...	2	1
Kendall College of Art and Design, MI	50	74	3/4	1
Kern Comm. College, CA	324	77	2	3
Kirkwood Comm. College, IA	184	75	2	1
Labette Comm. College, KS	35	70	2	2
Laboure College, MA	15	75	2	1
Lackawanna Jr. College, PA	28	79	2	1
Lake Superior State University, MI	116	78	4	1
Lake Superior State University/ESP, MI	112	85	4	1
Lakeland Comm. College, OH	114	78	2	1
Lakeshore Tech. College, WI	92	68	2	1
Lane Comm. College, OR	272	74	2	1
Lane Comm. College/Support, OR	366	...	2	1
Lansing Comm. College, MI	1,000	68	2	1
Lansing Comm. College/Clerical, MI	100	...	2	1
Lehigh County Comm. College, PA	66	70	2	1
Lehigh County Comm. College/Support, PA	36	...	2	1
Lewis and Clark Comm. College, IL	79	79	2	1
Long Beach City College, CA, Full-time unit	313	79	2	2
Part-time unit	610	89	2	2
Lowell, University of, MA	546	76	4	1
Lower Columbia College, WA	82	81	2	1
Luzerne County Comm. College, PA	107	71	2	1
Luzerne County Comm. College/Clerical, PA	68	...	2	1
Maine Voc. Tech. Inst. Sys., ME	307	...	2	6
Maine Voc. Tech. Inst. Sys./Support, ME	400	...	2	6
Maine Voc. Tech. Inst. Sys./Admin., ME	52	...	2	6
Maine, University of-System, ME	1,317	78	4	7
Maine, University of-System/ESP 1, ME	1,246	78	4	9
Maine, University of-System/ESP 2, ME	863	78	4	9
Massachusetts Comm. College System, MA	1,900	76	2	17
Massachusetts Comm. College System/Cont'g Ed., MA	1,800	87	2	17
Massachusetts State Colleges, MA	1,535	77	2	17
Massachusetts State Colleges/Cont'g Ed., MA	1,050	87	4	9
Massachusetts State Colleges/Prof. Admin., MA	447	79	4	9
Massachusetts, University of, MA	1,800	74	4	2

Institution/System	Unit Size	Year Elected	2-Yr. 4-Yr.	# of Campuses
Massachusetts, University of/ESP, MA	1,293	80	4	2
McHenry County College, IL	55	71	2	1
Medicine and Dentistry, Univ. of/Acad. Prof., NJ	22	...	4	5
Merced College, CA	123	76	2	1
Mercer County Comm. College, NJ	119	70	2	1
Metropolitan Tech. Comm. College, NE	125	74	2	3
Michigan State University/AP, MI	780	85	4	1
Mid-Michigan Comm. College, MI	40	68	2	1
Mid-Michigan Comm. College/Clerical, MI	42	...	2	1
Mid-Plains Tech Comm. College Area, NE	75	76	2	2
Mid-State Tech. Inst., WI	87	70	2	3
Mid-State Tech. Inst./Custodial, WI	12	...	2	3
Minnesota Comm. College System, MN	1,629	72	2	18
Minnesota/Duluth/Waseca, University, MN	346	80	2/4	2
Minnesota Riverland Tech. College, MN	151	91	2	3
Mitchell Voc. Tech./Support, SD	13	...	2	1
Monroe County Comm. College, MI	56	73	2	1
Montcalm Comm. College, MI	27	68	2	1
Montcalm Comm. College/Support, WI	33	...	2	1
Monterey Peninsula Comm. College, CA	400	78	2	1
Moraine Park Tech. Coll./Support, WI	100	...	2	1
Mott Comm. College, MI	196	66	2	1
Mott Comm. College/Prof./Tech., MI	100	...	2	1
Mount Hood Comm. College, OR	561	75	2	1
Mount Hood Comm. College/Adjunct, OR	404	82	2	1
Mount San Antonio College, CA	750	76	2	1
Mount San Jacinto College, CA	44	77	2	1
Muskegon Comm. College, MI	97	65	2	1
Muskegon Comm. College/Clerical, MI	43	...	2	1
Napa Valley College, CA	213	77	2	1
National College of Business, SD	40	76	4	1
Nebraska State Colleges, NE	239	76	4	3
Niagara County Comm. College, NY	150	78	2	1
Niagara County Comm. College/Clerical, NY	120	...	2	1
Nicolet Area Tech. College/Clerical/Maint., WI	40	...	2	1
North Central Michigan College, MI	35	80	2	1
North Central Tech. College, WI	138	69	2	2
North Central Tech. College/Tech., WI	40	...	2	2
North Country Comm. College, NY	65	78	2	4
North Orange County Comm. College, CA	550	79	2	2
Northeast Iowa Tech. Inst., IA	96	75	2	2
Northeast Tech. Comm. Colleges, NE	73	90	2	1
Northeast Wisconsin Tech. College, WI	195	72	2	3
Northeast Wisconsin Tech. College/Clerical, WI	100	...	2	3
Northeast Wisconsin Tech. College/Tech., WI	50	...	2	3
Northern Iowa, University of, IA	580	80	4	1
Northern Mich. University/Skills Ctr., MI	24	80	2	1
Northwest Iowa Tech. College, IA	33	75	2	1
Northwest Tech. College, OH	35	75	2	1
Northwest Tech. College/ESP, OH	20	86	2	1

Institution/System	Unit Size	Year Elected	2-Yr. 4-Yr.	# of Campuses
Oakland Comm. College, MI	301	71	2	4
Oakton Comm. College, IL	141	86	2	1
Oakton Comm. College/Part-time, IL	65	85	2	1
Ocean County College, NJ	102	68	2	1
Ocean County College/Support, NJ	148	...	2	1
Olympic College, WA	344	64	2	1
Orange County Comm. College, NY	125	78	2	1
Palm Beach Comm. College, FL	200	88	2	4
Palo Verde Comm. College, CA	12	81	2	1
Pasadena City College, CA	343	79	2	1
Passaic County Comm. College, NJ	54	72	2	1
Passaic County Comm. College/Support, NJ	76	...	2	1
Peninsula College, WA	108	67	2	1
Pennsylvania College of Technology, PA	209	71	2	2
Pensacola Jr. College, FL	260	85	2	1
Pima Comm. College, AZ	280	78	2	4
Pittsburg State Univ., KS	210	74	4	1
Pratt Comm. College, KS	25	77	2	1
Rancho Santiago Comm. College/Cont'g Ed., CA	368	...	2	1
Raritan Valley Comm. College/Admin., NJ	45	...	2	1
Rhode Island, Comm. College of, RI	310	72	2	2
Rhode Island, Comm. College of/Prof. Staff, RI	130	80	2	2
Rhode Island, Comm. College of/Clerical, RI	189	...	2	2
Rhode Island School of Design, RI	97	78	4	1
Rhode Island School of Design/Part-time, RI	146	80	4	1
Rhode Island, University of/Physicians, RI	4	79	4	1
Rhode Island, University of/Prof., RI	241	...	4	1
Rhode Island, University of/Clerical, RI	488	...	4	1
Rio Hondo Comm. College, CA	363	79	2	1
Riverside Comm. College, CA	650	78	2	1
Robert Morris College/Custodial, PA	65	...	4	1
Roger Williams College, RI	152	72	4	2
Roger Williams College/Clerical, RI	59	...	4	1
Roger Williams College/Custodial, RI	34	...	4	1
Rogue Comm. College, OR	66	75	2	1
Saddleback Comm. College, CA	910	76	2	2
Saginaw Valley State University, MI	152	72	4	1
Saginaw Valley State University/ESP, MI	37	78	4	1
Saginaw Valley State University/Clerical, MI	140	...	4	1
St. Bernard Parish Comm. College, LA	30	...	2	1
St. Clair County Comm. College, MI	95	68	2	1
St. Clair County Comm. College/Clerical, MI	55	...	2	1
Saint Leo College, FL	56	79	4	1
St. Louis Comm. College, MO	473	78	2	3
Salem Comm. College, NJ	31	75	2	1
Salem Comm. College/Support, NJ	14	...	2	1
San Bernadino Comm. College, CA	544	86	2	2
San Joaquin Delta College, CA	580	77	2	1
San Jose/Evergreen Comm. College Dist., CA	952	77	2	2
Santa Clarita Comm. College/Dist. 6, CA	60	77	2	1

Institution/System	Unit Size	Year Elected	2-Yr. 4-Yr.	# of Campuses
Sauk Valley College, IL	50	69	2	1
Schenectady County Comm. College, NY	76	78	2	1
Schoolcraft College, MI	336	72	2	1
Schoolcraft College/Clerical, MI	50	...	2	1
Schoolcraft College/Maintenance, MI	39	...	2	1
Sequoias, College of the, CA	313	76	2	1
Shasta College, CA	131	76	2	1
Shawnee Comm. College, IL	20	84	2	1
Shawnee State University, OH	80	75	4	1
Shawnee State University/ESP, OH	80	75	4	1
Sierra Comm. College Dist., CA	530	77	2	1
Skagit Valley College, WA	288	65	2	2
Solano Comm. College, CA	334	77	2	1
South County Community College, CA	895	78	2	2
South Dakota University System, SD	1,250	77	4	6
Southeastern Comm. College, IA	78	75	2	2
Southeastern Comm. College/Prof. Adm., IA	55	91	2	3
Southeastern Illinois College, IL	40	85	2	1
Southeastern Voc. Tech. Inst./Clerical, SD	10	...	2	1
Southern Illinois Univ.-Carbondale/Staff, IL	96	88	4	1
Southern Illinois Univ.-Carbondale/ESP, IL	658	78	4	1
Southern Illinois Univ.-Edwardsville/AP, IL	280	88	4	2
Southern Illinois Univ.-Edwardsville/Tech., IL	100	92	4	2
Southern State Comm. College, OH	29	85	2	3
Southwestern College, CA	500	77	2	1
Southwestern Comm. College, IA	38	75	2	2
Southwestern Tech. College, MN	140	85	2	4
Spokane Falls Comm. College/Dist. 17, WA	1,000	70	2	2
Spoon River College, IL	38	73	2	1
Spoon River College/Tech., IL	30	92	2	1
Spoon River College/Correctional Center, IL	8	92	2	1
Sullivan County Comm. College, NY	120	78	2	1
Sullivan County Comm. College/Staff, NY	111	...	2	1
Suomi College/Support, MI	31	...	2	1
Taft College, CA	23	76	2	1
Terra Tech. College, OH	46	85	2	1
Thaddeus Stevens State School of Tech., PA	41	72	2	1
Tompkins-Cortland Comm. College, NY	91	82	2	1
Treasure Valley Comm. College, OR	55	...	2	1
Ulster County Comm. College, NY	86	78	2	1
Ulster County Comm. College/Staff, NY	57	84	2	1
Union County College/Acad. Prof., NJ	67	...	2	4
Union County College/Clerical, NJ	90	...	2	4
Union County College/Maintenance, NJ	39	...	2	4
Union County College/Support, NJ	18	...	2	4
University of Nebraska-Kearney, NE	308	76	4	1
Victor Valley College, CA	89	76	2	1
Walla Walla Comm. College, WA	90	68	2	2
Washtenaw Comm. College, MI	162	66	2	1
Waukesha County Tech. College, WI	259	67	2	3

Institution/System	Unit Size	Year Elected	2-Yr. 4-Yr.	# of Campuses
Waukesha County Tech. College/Support, WI	175	...	2	3
Wenatchee Valley College, WA	178	65	2	1
West Hills Comm. College, CA	47	77	2	1
Westmoreland County Comm. College, PA	65	72	2	1
Westmoreland County Comm. Coll./Support, PA	12	...	2	1
West Shore Comm. College, MI	78	84	2	1
West Shore Comm. College/Clerical, MI	33	...	2	1
Western Iowa, Tech. Comm. College, IA	68	76	2	1
Western Nebraska Comm. College, NE	97	76	2	2
William R. Harper Comm. College/Custodial, IL	85	...	2	1
Williamsport Area Comm. College, PA	158	72	2	2
Youngstown State University, OH	414	72	4	1
Youngstown State University/AS, OH	440	85	4	1
Youngstown State University/AP, OH	100	86	4	1

NOTES:

1. Unit size is full-time, or full-time and part-time, as reported by unit. Units are faculty unless otherwise stated. AP=Academic Professional unit. AS=Administrative staff unit.
2. This table employs the definition of a branch campus used by the National Center for Educational Statistics. A branch campus, notes the NCES definition, possesses these characteristics: a permanent administration, programs offered that are at least two years in length, location not within commuting distance of the parent campus.
3. While we believe the list to be accurate, unit size and affiliation change. If there are errors in the list, please write to the Higher Education Office, NEA, with updated information and it will be corrected.